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THE OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

1201 Sixteenth Street, N.W., Washington, D. C.

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\$1.00 a year—U. S. and Poss. Single Copy
1.25 a year—Canada 15 cents
1.50 a year—Foreign Special Offer
2.00 3 years—U. S. and Poss. to P.T.A.'s

Notice of change of address should be sent direct
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National Parent-Teacher

FORMERLY CHILD WELFARE

VOL. XXXII

No. 2

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OCTOBER • 1937

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ADVERTISING OFFICES: 420 Lexington Avenue, New York City; 410 North Michigan Avenue, Chicago, Illinois.

Published monthly for the CHILD WELFARE CO., Inc., by MacAusland and Bowers, Inc. Entered as Second-Class Matter at the Post Office, Washington, D. C., additional entry at Greenwich, Conn., under Act of March 3, 1879.

Member of the Audit Bureau of Circulations.

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OUR LETTER BOX

A CRITICISM ANSWERED

I think the new Letter Box feature is a slick idea; so many of us like to let off steam. The club is flourishing. Flourishing is the word indeed. There is a deafening din going on down there and I have been invited, formally and informally, to stay out until they finish remodelling. On the front porch an accordionist, a violinist, a cornetist, and a slide trombonist are wrestling with the "Merry Widow." The slide trombonist is having a bad time of it and I think that they are going to ask me to transpose some music for him. Did you ever transpose music for the slide trombone from an accordion music score? I haven't either, but I've a feeling I shall soon be doing it. And the weather is not inspiring.

I was much interested in the criticism in your September issue of my article in the July number. I suggest that the writer of this note take a group of husky boys, ages ranging from twelve to fourteen, and have them around every day from eight in the morning until bedtime, with only short intervals out for meals, from the fifteenth of June to the first of September, and I am sure in that time he, she, or it would make two rather dismaying discoveries, i.e., (1) boys of that age are very apt to get into mischief, and (2) they are not the least inclined toward altruism.

That, then, is the whole object of the club: to keep the boys out of mischief, and to make their leisure time pleasant and, if possible, profitable. I'll sadly admit that they aren't very altruistic, but why not have a vacation from altruism? All winter long in school they have donated religiously to the drouth sufferers, the flood sufferers, the Red Cross, the Community Chest, the shoe and clothing fund for the poor, the Christmas Seals, and a hundred and one other worthy projects. Don't they rate a short vacation? Besides, it wouldn't be a complete vacation, for they are, every single one of them, Scouts in good standing in our local Troop 183, of which my husband is

scoutmaster. So the club, I'm afraid, isn't altruistic. Their altruism ends with taking young Johnny Kibboo to the local carnival and paying for his rides on the merry-go-round. Even that wasn't entirely satisfactory for, as one of the club members put it, "If we do that all the time it will make a 'moocher' out of him, and he 'mooches' enough right now as it is."

Which, in my estimation, is good common sense, well-spoken, for does it not express, in only slightly different wording, exactly what the great Mr. Emerson said in his essay on "Self Reliance"?

As for leadership, it has long been my own private and personal opinion that we are swamped, mired, and bogged down with leadership today. I believe that the less *obvious* leadership a boy has, the more self reliant he can become. I try to do my best; sometimes it is a poor best. And I wouldn't say that the club is entirely without guidance. You see, as a parent, I would feel that I was shirking my responsibility if I did not know exactly what my own boys were doing, what they were planning, and some, at least, of the things they were thinking. It is no accident that the club room is directly below the kitchen where, as chief cook and bottle-washer for a family of six, I am necessarily forced to spend a great deal of my time. Not for worlds would I have the boys know that their every word is carried up to me clearly and distinctly, but it does give me an advantage. I can keep at least two jumps ahead of them. As a concrete example of this:

I hear them cooking up a plan to raid old man Jattler's apple orchard, but do I dash down and exclaim indignantly, "You boys ought to be ashamed of yourselves and so on and so forth"? I do not. Alas, there was a time when I was dumb enough to do exactly that, but I have learned from sad experience that that method of handling the situation only adds an irresistible glamour to orchard-raiding. So, now, as the zero hour for the raid draws near, I drop in casually, distribute a

handful of street car tokens, and say, "There's a nautical exhibit down at the public library that will make your hair stand on end." For the time being, no more is necessary. That evening, making sure that the boys are listening, perhaps I say to Dad, "I hear that Mr. Jattler has a splendid crop of apples this year; I am so glad for he certainly needs a new car." That's quite enough, for invariably the next morning I will hear one of my boys tell the club, "Fellows, we shouldn't raid old man Jattler's orchard. He wants to get a new car when he sells those apples. Maybe if we offered to help him gather them, he'd give us a few." "He might," says one of the club members with skepticism, "but I'll bet if he does, there'll be worms in them." But they do, and when he does they feel very virtuous and well-behaved. Underhanded? Perhaps, but I've found that it pays to be dark and devious sometimes. Really, these boys need very little guidance from me; they are all such fine lads and we point with pride to the fact that, in spite of so many boys ganging together, there is never a street light broken on Hallowe'en, never a window soaped, not even a garbage can dumped over in our neighborhood.

Dear me! What started me off, anyway? The "Merry Widow" is conquered, the din in the basement has subsided and that means it's time for supper.

—Mrs. Bertha Phillips Knapton,
Minnesota

P.S. Perhaps I should have explained that the boys were all about nine years old when they voted to spend their money for ice cream and candy. That, then, was their highest desire. This year, when and if they make money, they plan on buying a telescope to help them study the stars. So, you see, they are growing.

—B. P. K.

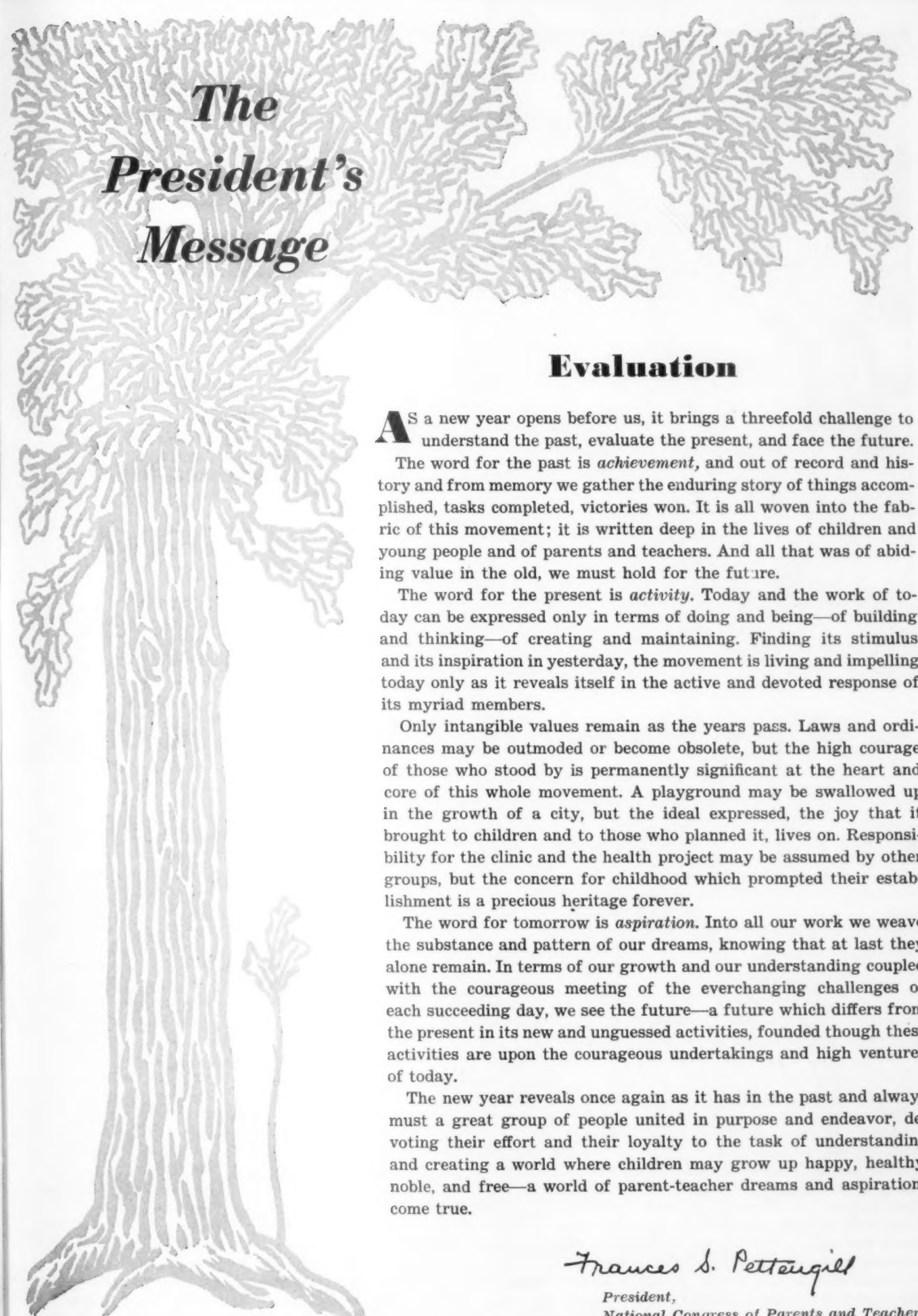
THE AUGUST ISSUE

The article, "Why Children Are Cruel," by Miriam Finn Scott, was so excellently portrayed that I only wish every newspaper in the country would print it.

Mrs. A. A.,
New York

P.S. From a mother who believes that a child's education begins with the parents.

—A. A.



The President's Message

Evaluation

AS a new year opens before us, it brings a threefold challenge to understand the past, evaluate the present, and face the future.

The word for the past is *achievement*, and out of record and history and from memory we gather the enduring story of things accomplished, tasks completed, victories won. It is all woven into the fabric of this movement; it is written deep in the lives of children and young people and of parents and teachers. And all that was of abiding value in the old, we must hold for the future.

The word for the present is *activity*. Today and the work of today can be expressed only in terms of doing and being—of building and thinking—of creating and maintaining. Finding its stimulus and its inspiration in yesterday, the movement is living and impelling today only as it reveals itself in the active and devoted response of its myriad members.

Only intangible values remain as the years pass. Laws and ordinances may be outmoded or become obsolete, but the high courage of those who stood by is permanently significant at the heart and core of this whole movement. A playground may be swallowed up in the growth of a city, but the ideal expressed, the joy that it brought to children and to those who planned it, lives on. Responsibility for the clinic and the health project may be assumed by other groups, but the concern for childhood which prompted their establishment is a precious heritage forever.

The word for tomorrow is *aspiration*. Into all our work we weave the substance and pattern of our dreams, knowing that at last they alone remain. In terms of our growth and our understanding coupled with the courageous meeting of the everchanging challenges of each succeeding day, we see the future—a future which differs from the present in its new and unguessed activities, founded though these activities are upon the courageous undertakings and high ventures of today.

The new year reveals once again as it has in the past and always must a great group of people united in purpose and endeavor, devoting their effort and their loyalty to the task of understanding and creating a world where children may grow up happy, healthy, noble, and free—a world of parent-teacher dreams and aspirations come true.

Frances S. Pettergill

President,
National Congress of Parents and Teachers.



This Is the Second Article in the Parent Education Study Course: The Child in School. An Outline for Use in Discussing It Appears on Page 43

FREDERICK H. BAIR

Illustrations
CHARLES D. WILLIAMS

Why Parents Visit School

IN order to answer this question, the writer submitted it to all sorts of people of his acquaintance, parents, school superintendents, principals and teachers. What follows is a digest of views representing a wide range of social experience.

THE SUPERINTENDENT OF SCHOOLS

"It has become a fashion for speakers and writers to bewail the 'failure of the modern home,'" remarked a veteran superintendent of schools, "but the testimony of everyone I know professionally engaged in dealing with children—educators, social workers, psychologists, juvenile court people, librarians, camp directors, or what not—is that a sound home is still the basic human institution in rearing children or building society. It is true that it has ceased to be the center of economic production, that Father and sometimes Mother are drawn out of it in pursuit of a living more than was formerly the case. It is true that it

shares its environmental influence more and more with a variety of social forces which play upon it from all sides, but it remains the cradle and sifting place of ideologies, of social attitudes, of day-by-day homely offices, comforts, disciplines, efforts, and enjoyments. These things make it, and always will, in my judgment, the social instrument par excellence for the nurture and development of childhood."

"What," this Superintendent was asked, "ought to be the attitude of the parent toward the other 'social forces' which you say play upon his home and children?"

"No parent," said he, "no matter how inexperienced or ignorant, ought to abdicate, or falter in the application of love and concern for the best development of his children. It is true, as I have said, that he is the center and the most powerful of all influences. On the other hand, since, whether they will or no, parents have to reckon with great forces outside the

home, they should set about doing so in an inquiring, cooperative spirit, sparing no effort on their own part to see that their children's lives have, through their efforts, as much as may be of unity, control, and essential integrity.

"Apply this idea now to the schools," he continued. "Of all social organizations outside the home with which the modern parent has to reckon, the school is probably the most influential. From the time the child is two and a half or three years old, in the case of the nursery school, or five in the case of the kindergarten, to his graduation at seventeen or eighteen, he will spend from five to seven hours of approximately half of the days of each year in school. The schools will be his first introduction to a society larger than his family. There he will learn skills, beauty, and social understanding. He will fail and succeed, he will fall in love and out again, he will form habits of work and play, he will acquire loyalties and aversions. No parent can

be indifferent to the school, and wise parents will understand and contribute to its processes and character as much as they can. As individuals and as organized groups they will play their part in helping education to be what it ought to be, primarily as parents and secondarily as citizens, interested not only in what happens to their own children but to 'all the children of all the people.'"

"What is your own attitude toward visits by parents to your schools?" this school executive was asked.

"I welcome such visits, and I believe that every enlightened educator does so," he said. "In my opinion a school which is inhospitable to visits by parents has something wrong with it. The teachers are hopelessly incompetent or overworked, the principal is on the defensive, or the whole control of the schools is political and non-professional. On this issue there are only two kinds of schoolmen in charge of American schools: the fellows who know that the public own and essen-

tially run the schools; and those who haven't found that fact out yet.

"Of course, I don't want to give the impression that some parental visits may not do more harm than good. People who go about any human relation in the wrong spirit, with closed minds, with intent to quarrel or hurt, or with a domineering, ill-tempered attitude are not likely to help much at school or anywhere else. But there aren't many of them. My criticism of parents is that they are likely to trust us more than we want them to, and to feel altogether too diffident about coming into the schools, knowing the teachers and what is going on. And this is more true of the upper schools than of the lower. Parent-teacher associations have a way of flourishing in the elementary schools but of weakening and dying out in the junior and senior highs. Parents are likely to surrender to the idea of their adolescent 'young ones' that they (the parents) are not supposed to be around school in the upper grades,

but this is largely a matter of folk habit. I have seen junior and senior high schools grow from no parent relations, to speak of, to lively associations, where picnics, luncheons and sporting events including parents with children flourished, and where grown-ups haunted the school halls and classes almost as freely and altogether as acceptably as the children themselves. High school boys and girls are not 'pupils': they are *people*, and it is to the interest of both home and school to act if they were, and to interact freely in dealing with them as complete personalities."

PARENTS

A gentleman styling himself a "graduate parent"—one whose children have gone entirely through the schools—submitted the following series out of his own experience as a rough check-list of reasons why parents visit schools:

1. To enter child in school.
2. Because (Continued on page 33)



Informal school gatherings enable parents to know one another and to confer with the teacher pleasantly and informally

NATIONAL PARENT-TEACHER • OCTOBER, 1937

DEVELOPING *an* INTELLIGENT

IN planning for an intelligent attitude of the family toward music, it must first be said that this attitude should begin with the child still in the cradle—not delayed until such time as the child begins to take instrumental lessons. Singing, dancing, musical games and rhythmic responses precede instrumental music by three or four years at least. The question so often asked us, "When should my child begin music?" is to be answered, "In infancy." Children respond to music before they can walk, and they should be sung to, encouraged to sing and express rhythmic accent from this age upwards.*

When the child begins to take instrumental lessons there should be maintained a conscientious open-mindedness about his native abilities and what he can achieve. It is very

*Books of folk-songs such as those in the *Concord Series, Songs for the Little Child*, by Kohlsaat and Baker, and *Pre-School Music Book*, by Diller and Page are good material to use.

easy for parents to misjudge musical abilities and to become convinced, before their child has been really tested over a reasonable length of time, that he has talent. "Talent" is a very deceptive word; when analyzed, it is often found to have very superficial meanings. A child is better off not to be branded with it at first, and also, a family is much better off not to think of the beginner with any qualifying adjectives. It is too easy to be fooled. We have seen many so-called talented children "peter out" for no more apparent reason than that their gift was not as real as supposed, and we have seen a great number of so-called untalented children blossom out with real ability.

Another essential attitude in the first stage is broad-mindedness about the instrument chosen. A complicated, standard instrument is generally better withheld from the young child until he has had a satisfying experience with a simpler instrument. This

simpler instrument must be of the highest quality of musical tone, however, and be perfectly in tune. An inferior instrument, incapable of being accurately tuned and musically played, is very harmful.* During this introduction to instrumental music, his particular musical nature must be discovered and his coordination and idiosyncrasies studied. When he is ready for a difficult instrument, it can be chosen intelligently, not arbitrarily. Music is not synonymous with piano lessons. It can be enjoyed through a great variety of instruments, all suited to different kinds of capacities. It is these capacities that should determine the instrument and not, as so often happens, the capacities made to conform to the given instrument.

Music lessons should be treated as a regular occupation, like the academic work, not as an "extra," so that the child will accept them in the same manner. It is important that there should be plenty of time allowed for music, and that the child should not be heavily scheduled with many after school activities. He cannot be expected to do his normal best if he has many irons in the fire which he is too young to discriminate between as to lasting value. The parent must choose for him and hold to his decisions. Music cannot be treated in the manner of light recreation if the child is to get any benefit from it in maturity. It is a matter of years, like the study of literature, and an over-crowded schedule is generally the result of confusion of values in the minds of the parents.

THE young student should be allowed to hear any fine music going on in the home or in accustomed surroundings. Formal concerts he can do without, but music in the family is inestimably worth while. A child cannot hear too much of good music which is spontaneous and done by those who like to play for the fun of it. If the family has no one to make music in the home it can turn to well-chosen victrola records and tune in on good radio concerts. Children love to run victrolas and they quickly develop interest in certain records and want to play them over and over. Many a surprised parent has related to us the in-

*A description of the kinds of simpler instruments referred to as excellent for young beginners can be had upon writing to the NATIONAL PARENT-TEACHER, 832 Bryant Avenue, Winnetka, Illinois.



M. ARMSTRONG ROBERTS

Family ensemble music is the most worthwhile and wholesome supplement to any child's musical education.

FAMILY ATTITUDE TOWARD

MUSIC

DOROTHY and DAVID
DUSHKIN

satiating appetite his four- or five-year-old showed for records of symphony music. Try leaving a group of records accessible to your youngster and encourage him to amuse himself with them.*

Passing to the second stage in the development—the attitudes appropriate to the student who has been studying for a little while—the family must still refrain from judgment, or at least from judgment expressed to him.

BY this time, the problem of practice has to be met. It is necessary to talk to the teacher, come to an acceptable point of view about it, and then stick to it. There are several "don'ts" for families, which are vital to the success of the student's progress:

1. Don't choose a practice period which conflicts with much desired play activity. "Moral suasion" can conquer the temptation to play hockey, but there aren't many Spartans of this sort.
2. Don't allow the practice room to be invaded by any member of the family during practice time.
3. Don't nag. It is better to let the practice slip than to develop an unpleasant relationship between parent and child over it.
4. Don't assume that zeal in practice is the criterion by which parents can judge whether a child should have music or not. This is the snag which wrecks many a career, with the best of intentions on both sides. Think of music as you would of spelling or arithmetic. Would lack of zeal in these subjects make you drop them for your child? If you value music, it must be considered in the same way, even though it is in the unfortunate position of having to be paid extra for. Money considerations are too quickly applied to situations which have nothing to do with money. That is the saddest thing about the whole structure of present-day music education—that it should mean extra fees.

*We recommend music by Mozart, Haydn, Handel, Beethoven, Bach and Debussy as a start.



Two lusty examples of how much fun it is to sing

H. ARMSTRONG ROBERTS

Again about practice: Music is also unfortunate in that daily supervised work is not allowed for it, as in spelling or arithmetic. Would you expect a child to do a half-hour's practice in arithmetic by himself every day? Yet it is expected in music, which is every bit as difficult a subject. Remember how difficult it is for an adult, let alone a child, to work conscientiously and daily by himself at any task before you criticize the music student.

One more "don't" is: Don't use arguments such as "Ten years from now you will be glad, etc.," to incite ambition to practice. That type of remark, along with stories about famous musicians who were finally rewarded for their years of hard work, are arguments that are likely to fall flat—and rightly so. Justification for work is in immediate results. If a child has

nothing but drill now and reward later, the education is wrong. His satisfaction should come from the pleasant music he is able to make at any stage of his career.

In the case of young children, it is always advisable to have more than one lesson a week, one preferably an ensemble lesson, and as little responsibility as possible thrown on them for homework. Three lessons a week without practice (unless it is spontaneous) is a good recipe for a young child unless the family has a helpful member to supervise practice. Few mothers qualify as practice supervisors. They are generally too prone to over-stimulate or become impatient; the mere fact that they are the mothers puts an emotional element into a situation which should be more impersonal. Sometimes a good-natured housemaid's interest in the child's practice provides the right sort of stimulus.

Temperamental congeniality is an important qualification for the practice supervisor. Criticism during practice should be given sparingly and then as constructively as possible. Allow for times when the child seems to be just playing around. Those times may offer interesting sidelights on his development.

Before we pass to the third stage, the family can be reminded that the beginner can enter the family music group at a very early stage, if the family is sympathetic, and gain a real incentive thereby. An imaginative teacher can find or write simple parts for him to play which can be executed with little effort and provide enormous satisfaction.

In the third stage—after the student has been at it two years or more—it may be necessary to form other attitudes, although many of them remain unchanged. There may now be an indication for a change of instrument. While the student's inclinations toward another instrument should not be disregarded entirely, they should not be acted upon too quickly. Parent and teacher can distinguish whims from real aptitudes only by testing out. How this can (Continued on page 29)

PLAIN LAZY?

LOUIS MONASH

Illustrations
EDWARD POUCHER

Question

Turtle, turtle, can you find
Anyone who will be kind
To us slow and patient things
Who live in shells and can't
grow wings?

GEORGE was extremely sluggish in his movements. In the mornings, he was the last one on line in the playground. After lunch, he frequently straggled in late with an "I have all the time in the world" attitude. His speech was hesitant and spiritless. He rarely completed his class assignments on time. The teachers had so frequently prodded him with "Hurry, George," that "Hurry, George" became his nickname outside of school. He was what parents and teachers label a "plain lazy" child.

It was clearly evident that George was malnourished. Although past twelve, he was only as tall as the average ten-year-old. So thin and frail was he that he seemed all bones. There were dark hollows under his eyes and as he spoke, his eyelids twitched. He fidgeted all the time.

I read the teacher's complaint to him:

"George rarely brings in his homework. Today he brought in one map, long overdue. He 'forgot' his homework this morning. Yesterday he could not hand in any work because there was no pen at home.

"He appears to be very nervous and irritable. His difficulty seems to be indifference and a desire to avoid work."

"Do you understand what I read?"

"Yes, Dr. Monash."

"How many times were you left back?"

"Twice, once in 4B and last term in 6A."

"How old are you?"



"Twelve and a half years old."
"Are you an only child?"
"No, I have a sister, Margaret, fourteen and a half years old."
"In what class is she?"
"She goes to high school and is in the third term."
"How does she get along in school?"
"My father says that she's getting along fine and that I should try, too."
"What's wrong in school, son?"
"Arithmetic is the subject I always fail in."
"Why?"
"I don't understand it."
"Let's forget arithmetic for a moment. Why did you receive 'D' in school work for the last month?"
"I always talk." At this point he began to cry.
"Stop crying and look at me. Were you marked 'D' because you can't do the work or because you don't do the work?"

"I don't do the work."
"Why?"
"I don't know why."
"There must be some reason. Can you think of a reason?"
"I always feel lazy. I just have a habit. I don't feel like doing work and I don't do it."
"Were you always like this?"
"No, sir, only in the 6A, since I was left back."
"Do you feel tired during the day?"
"Yes, Dr. Monash."
"Do you play after school hours?"
"Not much. I get tired quickly."
"How is your appetite?"
"Not so good. My mother is always 'hollering' at me because I don't eat."
"I want to help you, George. I believe you when you say that you tire quickly. And why shouldn't you? You haven't the strength to carry on. You haven't been eating properly for some time. You need milk, vegetables,

fruits, and meats to build you up. You need rest frequently during the day. But, I can't eat for you or rest for you, can I?"

"No, of course not. I'll try to do as you say."

"That's fine, son. Let's shake hands on that. I'll write to your teacher to excuse you from homework assignments. Have mother come to see me tomorrow. I'll tell her what we have planned."

How shall we regard laziness in children? Generally, as a symptom of some defect or disease. Habitual idleness is rarely found in children. They are naturally active, mentally and physically. Laziness and inactivity are not synonymous by any means. Many a so-called lazy child is the ringleader in mischief-making and a "star" on the playground.

The physical cause of laziness may be an unrecognized infection, glandular disturbance, lack of sufficient sleep, constipation, or malnutrition. The child who is improperly nourished becomes fatigued easily. His attention lags in the classroom and he tires readily at play.

Many children evidence signs of laziness when they are placed in classes beyond their mental capacity. These children may be inherently mentally weak. They cannot be expected to keep abreast of normal children.

In a large number of cases, "laziness" and "lack of interest" are synonymous terms. When a lesson is presented in a listless, mechanical manner, it is not surprising if the children lose interest. However, their minds may be actively engaged in daydreaming. Their quiet demeanor may give the semblance of attention to the subject at hand. But their thoughts have wandered to pleasanter things.

VERY often, the adolescent, due to his cravings for freedom and independence, evidences a distaste for school work. He questions the why and wherefore of various school subjects. What is the practical value of Latin and algebra? How will the study of history help one gain a livelihood? How will an academic education make one self-supporting?

This child needs to be given a greater feeling of independence. Perhaps the parents can give him an all-inclusive allowance. Let him take on the job of managing all of his expenditures on this allowance, whatever it may be. In addition to this, perhaps his program may be rearranged to allow him to take typing and stenography. It is

just possible that a small coaching job could be found for this type of child.

An important cause of laziness in adolescents is the enervating effect of growth at this time. This second most rapid period of growth is fatiguing. In *Adolescence*, Beverly R. Tucker states, "Fatigue states occur with great frequency during adolescence and are caused by changes in body chemistry, in growth, or, at times, by ductless gland disorders, anemia, and improperly regulated exercise. All adolescents, and others, for that matter, should be taught to stop short of fatigue."

It must be borne in mind that nagging, sarcasm, or scolding will not recondition the lazy child. The child who is driven constantly becomes resentful and sullen. Because he is continually prodded to renew his efforts, he may acquire a distinct distaste for work.

The child who becomes fatigued easily should be under the care of a physician. His program of work and play should be lightened as far as possible. Care should be taken to guard against the return of fatigue symptoms. Only when he shows interest in resuming a regular activity spontaneously is he to be encouraged in this direction.

The growth impulse makes itself

felt strongly at approximately the age of eight for boys and seven for girls, and again from twelve to fifteen in boys and from eleven to thirteen in girls. Under the impetus of growth, considerable energy is being consumed. If we understand the significance of growth at these periods, we will not become alarmed at any languor which is frequently displayed. The greater the growth, the greater may be the effect upon the child's work. This is especially true in the case of the tall boy or girl whose physical growth is exceptional.

THE "lazy" child is often given to daydreaming. It is through his phantasies that his ambitions are realized. He may appear interested in the formal work of the classroom, but, in reality, he is deriving self-satisfaction in a dream world.

"The daydreamer," writes C. Burt in *The Young Delinquent*, "needs tactful handling. From monotonous or mechanical tasks that do nothing but foster abstraction and phantasy, he should be lifted entirely away; his attention should be kept continually occupied, continually active. With him what is most likely to be effectual is not a roughshod attempt to suppress or crush out his sentimental leanings, but mild, sympathetic efforts to link up the (Continued on page 31)

Some children need to be given a greater sense of independence—perhaps their program can include typing and stenography





EWING GALLOWAY

ONE who ventures to express opinions should volunteer a statement of his qualifications. We refuse to accept milk from tubercular cows and we should be no less careful about opinions on education. And so, let me state that I was one of the first of the educational guinea pigs. I was in the first class of the Chicago Institute, founded by Francis W. Parker and Mrs. Emmons Blaine. My parents, however, felt that I was giving undue attention to rug-weaving and the baking of apples, and removed me to a more conventional educational environment. The boy who sat next to me stayed on; and from that acorn grew the mighty oak of progressive education who lives near me now, Perry Dunlap Smith, Headmaster of the North Shore Country Day School.

My own educational progress was stunted, but later, fate took me to Winnetka, just as our town's greatest in-

dustry, education, was getting under way. And I took to attending a great variety of parent-teacher meetings. I recall one of the early ones, when a gentleman arose and said: "I have listened with disgust to all this nonsense about bringing up the young, and I wish to say that my father had the right idea. He used to beat me with a trunk strap until the flesh was raw."

He sat down amid a horrified silence. And then up rose his wife. "Ladies and gentlemen," she said, "you have heard the sabertoothed tiger roaring through the jungle with blood drippin' from his jaws; but I'm here to tell you that there ain't a word of truth in it!"

That makes me think of another embarrassing moment. My alma mater, the Chicago Latin School, finally caught up with the tide of progress and decided to have a parent-teacher meeting. The speaker for the occasion was the eminent John Erskine. He

WHAT KIND OF DO YOU WANT YOUR TO BE

**HOWARD
VINCENT
O'BRIEN**

said: "In a lifetime of association with scholars, of the three best-educated men I ever knew, one left school at the age of eight, one at the age of seven, and the third never went!"

But what is education? Well, Albert Wiggam gives a clue to the answer in a story he tells about a southern Illinois farmer, whose son insisted on going to agricultural college. The father saw no sense in it. He was admittedly the best farmer in the community, and he felt confident that he could teach his son more than any professors could. However, the boy went away. When he came back for his first vacation, his father said: "Here are two plots of ground, exactly alike. You will till one of them and I will till the other. Then we shall see who is the better farmer."

When harvest time came, the boy's crop was by far the larger. His father said nothing, but next morning he came down to breakfast in his best broadcloth suit, and he was carrying a suitcase.

"Why, John," cried his wife, "where are you going?"

The farmer flared up at her, "Dinged if I ain't goin' to college!"

I should like my children to have that kind of an open mind. And when they go to school or college, I should like to have them learn two things: first, facts; second, an attitude toward life.

As to facts, I should like to have

ND OF PERSONS NT YOUR CHILDREN TO BE?

**"My quarrel with education
is its tendency to divorce
itself from life."**

them know life as it is, not as it is supposed to be. I think that a great cause of the terrible unrest, now apparent among the young, is the gap between what they are taught about life and what they have already learned it to be. They are taught the virtues of thrift and frugality, that never watching the clock brings success, and that education is the road to riches. They are taught this, sometimes, in overcrowded, under-equipped schoolrooms, by teachers who haven't been paid.

Modern schools go in heavily for civics, and have model governments with elections and everything supposedly duplicating what goes on in the world. I have never heard of a school that teaches the technique of the short pencil; and no citizen knows anything about his government until he knows that.

I should like my children—and especially other people's children—to know not only the theory of government, but its sordid and comic reality. I should like them to understand politics, not as it is laid down in the rule book, but as it really is. I should like them to have some acquaintance with the singular blend of charm and rascality which makes the politician. I should like them to understand the realities of the alliance between business and politics.

My quarrel with education is its tendency to divorce itself from life. I recall an instance of that in the case

of my friend, Hamilton Gibbs, the English novelist. He decided, rather suddenly, to go to Oxford. His family discouraged the idea, but he declared that it was nonsense to spend years preparing for college, when it could be done in a few weeks of concentrated effort. Well, he proved his point. He passed all the examinations except the one in French. This was amazing, since he had been born in France, spent much of his life there, and is the only Anglo-Saxon I know who can pass for a Frenchman. I asked him to explain.

"Oh," he said, "nothing could be simpler. You see, the examination was oral; and the beggars didn't know that I was speaking French."

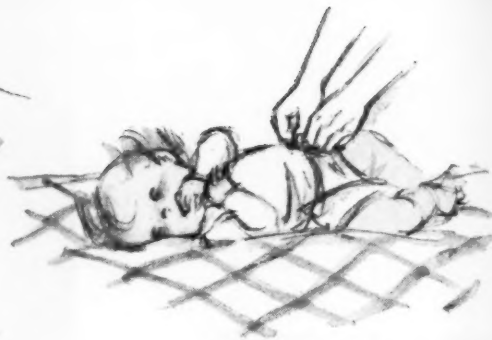
I had a somewhat similar experience when I was asked by a group of Winnetka young people to talk to them about gangsters. I happened to have had some little experience in that field, but to supplement it, I spent half a

day with an authority on the underworld of Chicago. To my surprise, my speech was a complete failure. Those youngsters, their ideas built on the movies and wild fiction, didn't believe a word I told them. They would not accept my assurance that the gangster is neither as bad nor as good as he is painted.

I should like my children to know the truth about life, in its astonishing blend of darkness and light. I should like them to know that men who practice murder as a department of their extra-legal occupations can be strangely honorable within their code; and that men who take the 8:24 from respectable suburbia every day and pass the plate on Sunday can be strangely the opposite. I should like them to grasp the significance of a remark made to me by Jack Guzik, one of Al Capone's colleagues, who is now in prison. (Continued on page 24)



PHILIP D. GENDREAU



THE moth that resembles the leaf on which it rests, and the chameleon that assumes the color of its background have been furnished by nature with protective coloration; that is, they quite unconsciously, and through no voluntary act or considered reasoning of their own, adapt themselves to their environment. Many simple forms of animal life, through countless generations of natural selection, have come to assume forms and colors that aid in protecting them from their natural enemies, thus prolonging their own lives, and perpetuating their species. Everywhere in the wisdom of nature, whether among plants or insects or cold- or warm-blooded animals, we find adaptation to the environment in order that the individual, and consequently the species, may survive.

Social adjustment, or the ability to live in harmony with one's fellows, is the highest type of adaptation to the environment, as instinctively practiced by the entire animal kingdom. But it is really only man who has put social harmony, to a greater or less degree, on an intellectual plane. As far back as the records go, man has lived in groups and developed group activities in planning shelter, in seeking food, and in waging warfare on other groups that threatened the home group's welfare. If true and universal harmony or social adjustment had prevailed then, there would have been no intertribal strife. And if it should prevail now, there would be no warfare, no litigation, no crime, and little need even for policemen on our streets, except to direct traffic!

Man, however, is far from perfect, and has increased his difficulties in adjusting by his own ingenuity; in attempting to smooth his way through the world he has sought not so much to adapt himself to his environment as to change his environment to what he conceives his needs to be. Never

has our environment been so grotesquely unnatural and unsuited to a normal, placid existence as in the present phase of our mechanical civilization. Never, probably, has there been a greater proportion of the world's population unable to adjust itself satisfactorily to the social and economic conditions that prevail.

This is manifesting itself not only in the difficulties which individuals encounter in adapting their reactions and behavior to the general behavior pattern of society as a whole, but also in the struggles that whole classes of society are making in an effort to better their condition. It is an important point to acknowledge that, in helping our children adapt themselves to a social environment, we must bear in mind a state of society where man in the mass, rather than man divided into outworn social strata, will be the important consideration.

Rapid communication, rapid transit, and easily obtainable second-hand—and often second-rate—entertainment are among the costly desiderata of our machine age. Bodies and minds and nervous systems, softened by the luxuries that progress has brought, cannot easily protect themselves against the stress and pressure of this complicated method of existence. And while more difficult to obtain, satisfactory adjustment is, nevertheless, more important in perplexing times such as these.

It's of fundamental significance to my mind, that in the midst of a type of progress bent on greater feats of mechanical ingenuity—and, it almost seems, bent on its own destruction—we should find a spontaneous, perhaps wistful, trend towards the truer and

more substantial amenities of life—an increasing appreciation of music and art and the homelier handicrafts, and a yearning back to the earth; a buying up of old farms and a desire to return, for at least short periods, to the simpler life. This, probably, represents a natural reaction against the strains, exactions, and anxieties that our environment produces—a cherishing of those factors that help us to preserve our emotional stability.

There has always, no doubt, been maladjustment in every step that organized society has taken in its upward and onward advance. Among the early tree-dwellers there must have been an occasional primitive Achilles who sulked in his solitary tree in lieu of a tent while his more cooperative and better adjusted neighbors banded together in the chase, or sought a drier, sunnier, better ventilated grove in which to make their aerial dwellings. Such an attitude, even among tree-dwellers, represents failure to develop, emotionally, beyond the selfish, egotistical stage of infancy.

WE do not have to look far to find plenty of individuals who, like Eeyore, the misanthropic donkey in *The House at Pooh Corner*, think that they have no friends and that the hand of the world is turned against them. Hermits are of this type. They find better companionship among the birds and beasts than among their fellow men, but at least they have made their choice and can follow it. Unhappy are those who find friction in their contacts with others, and yet must live among them.

Our complex social organization with its finely calculated and ruthlessly rapid tempo, its massive machinery

Learning to Adapt

Joseph Garland, M. D.



Illustrations MEG WOHLBERG of Halpert Art Staff

This Is the Second Article in the Parent Education Study Course: The Young Child in the Family. An Outline for Use in Discussing It Appears on Page 42

for production of goods that must find a market, its tremendous possibilities for wholesale destruction of material wealth and human lives, hinges on the delicate balance of a continuing *relative harmony* among the peoples of the earth. It is a hard environment into which to fit our lives with serenity and emotional stability. Yet these factors must be present on a large scale if social security and spiritual progress are to continue.

It may well be that the salvage of our civilization will depend on the type of man and woman now developing. Their ability to meet the problems of the future will depend, in large part, on how we train them. Success in life for the oncoming generation (as it has been for our own, if we but realized it) will mean, not the acquisition of worldly goods, but success in adapting themselves to living normally; with the greatest possible satisfaction to themselves, the least possible mental friction, and the least interference in others' opportunities to do the same.

Let us accept as our fundamental thesis that *failure of the individual to adapt himself to his social environment is a failure to mature properly*. Maturing in mind means acquiring an ability to think logically, and to look ahead and see the results of our actions on others and on ourselves, because our own welfare and happiness often depend on the welfare and happiness of those with whom we must come in contact.

The mature mind sees both sides of a question and weighs them with a certain degree of accuracy; it realizes the necessity for schedules, and appreciates the value of the time factor;

it realizes that rules and regulations are necessary so that human beings may adapt their actions to work in harmony with the various and diverse actions of others. Harmony, it may be said here, does not mean the obliteration of our differences so that our thoughts and actions are identical, or a stereotyped pattern; but the integration of our differences so that we may work together for a common end. Adaptation to the environment means harmony, and harmony is essentially compromise.

IF Jack, on a fine Saturday afternoon, wants to play tennis and Bill wants to go swimming, they do not enter into a dispute and finally each go home in a rage, with the afternoon wasted. That would be carrying over into a more mature age the short-sighted selfishness of infancy which brings, after all, no reward worth having. Instead, being normally adjusted youths, each adapts himself to his immediate social environment, the other boy. They compromise, play tennis first and then go swimming, or, if time does not permit, toss a coin or settle the question in some other way, but in perfect harmony.

Adaptation, then, means fitting ourselves into the environment, learning the necessity of various rules of conduct because of the immediate or ultimate good that will come from them, and integrating our lives with the differently patterned but none the less essential lives of others. It is also important for those of us who deal with children to realize that it is largely in the first decade of life that adaptation must be learned, and that the family is the school in which these

fundamental lessons must be taught.

To this school, as in every good school, all are pupils and all are teachers. Parents have no divine insight, by virtue of their parenthood, into the personalities, the emotional lives, or the character of their children. Their problems must be approached humbly, with a realization of the fact that no two children are alike, that each presents its individual problems, and that they as parents have as much to learn, almost, as the child whom they are trying to help adapt itself to its environment. They must remember, also, that they are from the beginning the most important part of that child's social environment, and that it is up to them to adapt the child to his environment. By approaching this obligation with such an attitude, they will become better citizens.

Learning to adapt begins at birth. During the period of the infant's most rapid growth—the nine months preceding its actual entry into the world—its life has been entirely parasitic. Its food, its shelter, its warmth, the oxygenation of its tissues have all been derived vicariously from the mother's body. From the moment of birth it goes, so to speak, under its own power for the remainder of its existence. Its lungs expand and its breathing starts; its circulation must become adequate to its needs; its temperature must be regulated by its own mechanism. It has begun to adapt to its environment.

Habit formation and discipline are the essential factors in the development of emotional stability, and emotional stability may be considered as synonymous with social adjustment or the adaptation of the individual to his human environment. Schedules are adopted and adhered to from the infant's earliest days, because it has been found that the best health, mentally and physically, is secured by regularity of (Continued on page 26)

Illustration
ROBB BEEBE



THREE'S STILL A CROWD

**MARION L. FAEGRE explains how
Mrs. Robinson handles the problem**

"**A**LL right, go home then! See if we care!"

The shrill voices of the little girls floated in on the still air, and Mrs. Robinson paused in her cookie-cutting, staring thoughtfully before her.

A new little girl turned up in the neighborhood this fall, and she and Nancy have quickly become devoted friends. Celia is an only child, who has not had much opportunity to play with other children, so she is more likely than not to be found at the Robinsons', whose "big" family is a magnet that draws lonely children.

This was not the first time that my sister had seen trouble developing among Nancy, Celia, and Sally, Nancy's playmate of long standing. Two or three times she had been tempted to interfere, when it became obvious that jealousy was cropping up. So far, there had been no definite break, but now she saw Celia running down the street, doll clothes dangling. Nancy and Sally were complacently shifting their house-keeping arrangements under the tree where they always play dolls.

"What was the trouble this morning?" asked Mrs. Robinson, at lunch. "I heard some very angry words, and then saw Celia go running home."

"Oh, she acted so horrid!" exclaimed Nancy, in disgust. "She wants you always to do things *her* way, and then if you won't, she says she's going home. So this time we just let her. Honest, mother, we weren't mean to her. We just said, 'Go on and go home, and play by your own self!'"

Nancy was very near tears. Her mother realized that the nine-year-old had no idea of the underlying feelings that brought about such upheavals.

"You don't realize, Nancy," she said, "but Celia is having to get used to the idea of sharing her friends. Because she's an only child, she has never had to share her father and mother, as you have. She has had few children to play with, and unconsciously she wants you to devote yourself entirely to her."

"But Sally's been my friend longer than she has!" cried Nancy.

"That's why you and Sally are better able to get along together, and

why you'll have to try hard not to let Celia be too much aware that you do love each other so much," returned her mother. "It's not going to be easy."

When my sister was telling me about the children's heartbreaks we couldn't help being amused at the similarity to things we remembered in our childhood. It's always harder for three children to get along together than for two, particularly when one of them is a child who has been the center of much attention, and is greedy of the love and favor of those with whom she is playing.

Celia, hard as it is for her to be one of a threesome, is really better off for this change in environment which forces her to adjust to more than one other child at a time. If she had gone on in the path of being absorbed in one friend, she would have found it increasingly difficult to be "friends" with different types of girl. Emotional growth involves quick and ready adjustment to more and more kinds of persons and situations, and, while Celia will probably go home in high dudgeon a good many times in the next few months, she will eventually learn that *her* wishes and needs must conform to those of other people, if she is to be accepted in the group of which she would like to be a part.

**Next Month:
JACK MAKES UP HIS MIND**

How to Train Your Child

Ethel B. Wright

Illustrations
MARY C. HIGHSMITH



The baby who is always kept dry will be easier to train

WHEN can I expect my child to stay dry through the night? At what age shall I start to train my child for elimination, and how shall I do it? These questions are frequently asked by mothers of young children and they are important ones to have answered correctly. As in all phases of child care and development there is some difference of opinion on how enuresis problems or early toilet training should be handled.

The very young baby should not be subjected to being held over a pottie when it is all he can do to hold his own little head up. Let him lie contentedly in his crib or buggy, changing him when he is wet. When he is perfectly capable of sitting alone without any help or support and is able to manage himself on something as precarious as a toilet training seat, then it is time enough to start. The baby who is always kept dry and fusses when wet will be much easier to train than the baby who is allowed to lie in wet diapers. The thoughtful mother will always keep the baby dry and comfortable.

The time for starting the training period will differ greatly for individual children. Little boys are almost always slower in acquiring the "dry habit" than are little girls. Of late, authorities in child training seem to agree that the usual time for beginning the training is from nine to twelve months, depending on the child. With some children successful training cannot be started until about eighteen months. If you try the child for a week or two with no success, then stop and wait a month and try again.

About two weeks before starting the training, watch the child's daily urination schedule, and from that, plan the training schedule. Usually a schedule of an hour is a satisfactory one when it is set at the child's usual time for getting wet. It is very important to be consistent and adhere closely to the schedule if you are going to be successful. Each time you take the child

to the toilet say, "It is time to go to the toilet" or "It is time to urinate" and soon he will be saying "toilet" or "urinate" and you are on the way to making him independent about it. If the procedure is carried out consist-



"It's time to go to the toilet"

ently and calmly he will be asking to go as soon as he is able to talk. It is foolish to start the children out with substitute words. They only have to relearn and sometimes they insist on clinging to the baby terms long after they should be using the correct ones. The time between going to the toilet can be gradually lengthened until the child is going about every two hours which is normal for most children, although many have to go more often and the time has to be set according to the child's individual needs.

As soon as the training is begun the diapers should be put aside and training pants put on. There are several good kinds to be found on the market. Diapers only encourage children to wet while panties give them the feeling that you expect them to keep dry. Never punish a child or scold him if he has an accident, and he will probably have many. Simply change him and be sure to take him again at the regular time.

If the training is carried on consistently and in a matter-of-fact way, there is seldom any difficulty in the

transfer from the adult having the responsibility to the child's assuming it. After the child is about eighteen months old he should be able to take the responsibility of asking to go. Many children, however, do not take this responsibility until they are two years old or over. After the child has the dry habit well established and you feel that he is able to take the responsibility, then begin by asking him at the regular hour if he needs to go to the toilet. If he says "No," then say to him, "You may come and tell me when you need to go."

It is very much easier both for the child and the mother if you start the child right out on a small seat placed on the regular toilet. Just as soon as the child can walk and get around he is big enough to get on the toilet by himself. A set of small steps made by Daddy or "step-ups" purchased at the store will not only help him get onto the toilet but will allow him to reach the wash bowl so that he can wash his own hands. The steps should have some kind of a rail or handle for the child to hold on to as he gets up.

Many times, if a child is supplied with step-ups and with panties which he can manipulate himself, he will take the entire responsibility of going to the toilet. (Continued on page 24)



A child can assume this responsibility

WE'RE IN PICTURES



HOW DOES YOUR CHILD DRESS HERSELF?

Top row, left to right:

- A cap is simple for me—
- But sleeves mix me up a bit.
- Baby tries to help.

Bottom row, left to right:

- Zippers make you feel independent.
- Every wrinkle has to come out of socks for comfort.
- It does take a certain amount of concentration.



COURTESY CAPRONI GALLERIES

HORACE MANN—

Pioneer and Prophet

Frank W. Wright

■
"Many—may I not say most—of those great questions, which make the present age boil and seethe like a cauldron, will never be settled, until we have a generation of men who were educated, from childhood, to seek for truth and to revere justice."
 ■

executive secretary. No such office existed elsewhere. It was a situation literally calling for a man who could make the office, and not, as is so often the case, the office to make the man. At the time, Horace Mann was sitting as president of the state senate, with a promising career in law and statesmanship before him. On June 30, 1837, he yielded to the urging of Governor Edward Everett and the new Board of Education, and accepted the secretaryship of the Board.

Horace Mann's friends did not approve of his changing from an established career to one wholly unknown, one in which he would have no precedents to guide him. They even spoke deprecatingly of both the office and its title. Horace Mann answered them in language that may well be the standard for all who serve, today, in public office, educational and other. "If the title is not sufficiently honorable now," he said, "then it is clearly left for me to elevate it. I had rather be creditor than debtor to the title." With that statement and that standard began a century of professional administration of schools the influence of which brings public condemnation and rebuke to any who would use the schools for selfish or partisan ends.

Arousing public interest in education, then, as it is now, was vital. To this, Horace Mann immediately turned his attention. We find him writing as follows in his first annual report: "Between the twenty-eighth of August and the fifteenth (Continued on page 22)

DURING a recent visit at Monticello, the home of Thomas Jefferson and a national shrine, I was shown a spot where Jefferson frequently sat and observed, through a telescope, the rising structure of the University of Virginia, a few miles distant in the town of Charlottesville. For more than a quarter of a century, Jefferson had labored to create within his native Virginia an educational system that would extend from the primary school to the university. In 1818, a law was enacted that established the University of Virginia, the capstone of such a school system, but it provided only an optional and impotent elementary school. The public high school was yet to be conceived.

A young tutor in Brown University in the distant city of Providence, Rhode Island, was to give foundation, two decades later, to the Jeffersonian dream. Today, the educational world is looking back across the century that has elapsed since Horace Mann announced that his law books were for sale; that he had abandoned jurisprudence and betaken himself to the

larger sphere of mind and morals.

Born on May 4, 1796, Horace Mann is now regarded as the father of the American public school. He fulfills in that capacity the Emersonian definition of greatness, that "he is great who is what he is from nature, and who never reminds us of others." Horace Mann had no predecessor, and he has had no successor. In a very real sense, he was unique in the history and development of American education. He came upon the scene when a pioneer and prophet of the free public school was greatly needed. He fulfilled this mission, and lifted the public school from its low estate of 1837 to a position of respect and confidence.

Coming from the field of statesmanship to education, Horace Mann returned to the field of statesmanship for a brief period in the national congress, and closed his life on August 2, 1859, as president of Antioch College in Yellow Springs, Ohio.

New occasions discover new men. In April, 1837, Massachusetts established a State Board of Education with limited powers, and sought an

EDITORIALS

HOW TO MAKE FRIENDS

EVERYONE with an inferiority complex seems to be reading a book that will guarantee hosts of friends in the shake of a lamb's tail. It tells you how to make yourself popular and how to win everyone over to your way of thinking—which, if true, would end in a chaos of low ethics. It is not for me to say how or why a person would want everyone to like him or what the scientific method of doing it is, but I can tell you the easiest way to do it and it is unfailing. Ask him about his children. Ask him how soon they walked, or talked, or went to school and if he is going to send them to college. Then, if you look interested, as you will if only because you are totting up things to tell him about your own, he will open his heart. For, after all, the most imperative interests in life—business, industry, social conditions—are bound up in the future of the children. And, if we talk about what to do to make conditions better for children, we shall do something infinitely better than trying to make friends for ourselves—we shall make friends for children.

FROM ACROSS THE SEA

Lord Allen of Hurtwood, Chairman of the Executive Board of the Home and School Council of Great Britain, in his annual address to the Council said many valuable things but nothing that applies to all of us, on both sides of the water, more than this: "Now that the home is no longer a sufficient environment for the child, I plead that the school may become an additional home. But in that case we must build continuous contact between the parent and the teacher. It is no good having charming meetings once or twice a term in which we parents are allowed to come in to see the handicraft exhibits of our children. You teachers have got to be willing to have a system which allows of a contact that is frequent and continuing between the parent and the school."

FUNNY-BONE

It has been said that to help children grow up happily and normally parents need three kinds of bones—a wish-bone, a back-bone and a funny-bone. The last few years have certainly demonstrated the need for all three of these and have, perhaps particularly in the darkest days, put a strain on the funny-bone. Now fortunately, how-

ever, more of the parents' desires for their children's well-being and comfort can be gratified, and there is at least more chance now than at some times in the preceding few years for the wish-bone to have its way. Now that another school year is getting under way, many chances for the back-bone to come into play are evident. As one mother said emphatically, "This year, it's going to be different—I mean about the radio. We are going to have a plan about studies and getting lessons first, and then we are going to stick to bed-time at the right time even if there are interesting programs." May her funny-bone and that of her children help to work out these new plans and establish these new habits without too many battles!—FRANCES GAW.

A BOOK FOR PARENTS

TAKE CARE OF YOURSELF, by Jerome W. Ephraim (New York: Simon and Schuster. \$2), is difficult to evaluate. It does not belong with the debunking "naming names" books which, in crusading against advertising abuses, not infrequently go to the opposite extremes, and by condemning meritorious products and services destroy confidence in legitimate business. Mr. Ephraim has exemplified the philosophy set forth in this book in a number of magazine articles previously published. His descriptions of home medical products and of the conditions for which they are intended to be used, as found in this book, inevitably tend to encourage self-diagnosis and the treatment of disease at home. Mr. Ephraim recognizes this danger, and warns against it, but it is hardly likely that the average individual will be able to make the nice discriminations between minor conditions which may safely be treated according to the directions given in this book (many of them would get well without treatment), and the potentially serious diseases which make their first appearance in apparently minor form.

With all these reservations, the book remains one of the best balanced and most constructive attempts which this reviewer has seen to bring some order out of the chaos of conflicting claims about soaps, creams, hair dyes, tooth-pastes, powders, pain-killers,

vitamins, minerals and antiseptics, and to approach, from a sane, moderate viewpoint, the difficult question as to what minor discomforts can safely be treated at home and under what conditions it is important to call a physician at once. It should also be a factor in minimizing waste of money in the purchase of needless products, such as vitamin and mineral concentrates and preparations, except when required under medical treatment, by driving home the point that these necessary dietary ingredients are readily available to the normal person, in a well-balanced diet. In the same way, the facts given about other medical and cosmetic commodities in common home use, should help the household buyer to make a wiser and more economical choice of the materials which she buys in the market.—W. W. BAUER, M.D.

FORTITUDE

When the heartache or the body ache was a tragedy to the child, the father never said, as did Great Aunt, "It won't matter a hundred years from now." He seemed to feel the unhappiness or the pain just as you did, only he said, "Grin and bear it." You remember the day you slid downhill and the sharp ice cut through your wool leggings, through your wool stockings and through your wool underdrawers. Your mother actually cried when she saw the ugly gash in your knee but your father washed the wound, oh, so gently, and said, "Grin and bear it!" You remember the day you lost your really gold bracelet—oh, sorrow of sorrows—with the gold padlock set with the lovely turquoise! However could you "grin and bear it" when your heart was broken or your body bruised? But your father thought you were brave so you must be brave. Oh what a wry smile, what a queer, puckery smile! What a wavering and wilting courage!

You remember the day you broke your mother's best cake plate and he told her to grin and bear it. Well, there was something in that! So deep down within you there was registered: "No matter what happens, you must grin and bear it." Can fortitude be nourished by a parental attitude and a homely phrase?—CAROLINE E. HOSMER.



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HORACE MANN . . . PIONEER AND PROPHET

(Continued from page 19)

of November, last, I met conventions of the friends of education in every county in the state, except Suffolk. With the exception of two counties, these conventions were very fully attended. The character of the conventions for intelligence and moral worth has probably never been surpassed. Selfish and illaudable motives do not tempt men to abandon business and incur expense to attend distant meetings, when no emolument is to be secured or offices apportioned. A desire to promote a philanthropic object, whose full beneficence will not be realized until its authors have left the stage, must have been the honorable impulse which assembled them together."

While the parent-teacher movement in American education came much later, we find in these conventions of the friends of education called by Horace Mann, the germ of the idea that brought the nationwide organization of parents and teachers into existence. A better understanding of the needs of the schools, and of their actual and potential service to children, was the purpose of these early conventions, as it is of meetings of parent-teacher associations today.

Three additional "cardinal topics," as Horace Mann called them, were the number and condition of the school buildings, the quality and activity of members of boards of education, and the competency of teachers. He found the school buildings very bad, and the competency of the teachers even worse. He set out to improve both.

The struggle to establish institutions for the training of teachers at state expense, now an accepted part of the school system of every state in the union, is one of the most dramatic stories in the history of American education. Beginning at Lexington on July 3, 1839, with three students enrolling in the first state normal school, this contribution was alone sufficient to make Horace Mann an educational immortal.

Great as were his contributions to the cause of public education, Horace Mann was deeply interested in other agencies that promoted the well-being of his fellowmen. His first address in the legislature of Massachusetts was in the interest of religious liberty. Through his efforts, a law was enacted that established the first hospital for the care of the insane. The education of the blind, temperance, and opposition to slavery enlisted his interest, and to them he came with the zeal of a reformer. In his last public address in Massachusetts, delivered on September 13, 1853, he said, "It rejoices me to think, in giving you a sad

though kind farewell, that the last three words I shall utter before a Massachusetts audience are the three words—temperance, education, freedom."

Horace Mann did not confine himself to the larger social and political relationships of education. Without special training for his new task, he manifested the deepest insight into the pedagogical and psychological aspects of the art of teaching. In his second annual report he attacks the prevailing method of teaching reading by means of the alphabet, and the difficulty and poor quality of the reading material used in the schools. With rare insight into child nature, he said, "A child makes no mistakes in talking, for the simple reason that he never undertakes to say what he does not understand. Nature is the only master of rhetoric on the playground."

Observing that the ear was the avenue for most of the teaching in the schools of a century ago, Horace Mann made an appeal for more eye training and teaching through actual contact with concrete objects. He secured, during his first year as secretary of the Board of Education in Massachusetts, legislation authorizing school districts to raise money for the purchase of apparatus and libraries. He said that he regarded this law as second only in importance to the famous compulsory school law of 1647.

RECALLING his early education in the library of his native town of Franklin, Massachusetts—this library of five hundred volumes was a gift to the town from Benjamin Franklin—Horace Mann secured authorization from the Board of Education on April 19, 1838, as follows:

Voted: That, considering the important benefits that would result from the circulation of a series of well-chosen books in the school districts of the several towns, it is an object worthy of the countenance and encouragement of the Board:—That the secretary be authorized to make an arrangement with a publisher for printing and publishing such a series, to be entitled, The Massachusetts School District Library.

It is not difficult, in the light of the foregoing legislation and Board action, to determine the source of two of the most important units in a modern school; the science laboratory, and the school library.

With the present-day emphasis upon civic education and the social studies in our schools, it is interesting to observe how clearly this great edu-

cational leader sensed their importance. With what a modern note he remarked, "The theory of our government is—not that all men, however unfit, shall be voters—but that every man, by the power of reason and the sense of duty, shall become fit to be a voter. . . . Education must prepare our citizens to become municipal officers, intelligent jurors, honest witnesses, legislators, and judges of legislation." An appropriate foreword, is that thought, for the new course of study in civic education now being written in our schools.

The results of Horace Mann's campaign for better school buildings have been so great that the worst of the buildings in most communities, today, are better than the best of a century ago.

The Horace Mann Centennial should not be limited to a glorification of the past. His restless spirit was looking always to the future. Impatient with those who could see greatness only in days gone by, he once exclaimed, "We want no more of those patriots who exhaust their patriotism in lauding the past; but we want patriots who will do for the future what the past has done for us."

Great as has been the century of progress of the American public school, there remains much to be done. We are both surprised and shocked to learn that, of approximately 75,000,000 adult, potential voters, only three per cent are college graduates, nearly 60,000,000 never completed high school, about 32,000,000 do not hold an elementary school diploma, and nearly 4,000,000 are illiterate. An average little better than an elementary school education is not enough for the electorate in a modern democracy.

The problems of youth, and the obligations of the school in relation to these problems, demand the thoughtful consideration of our people. Unemployment of youth out of school, high crime ratios in the age groups under twenty, juvenile delinquency, and the need for proper guidance and recreation for young people are calling for a re-examination of our educational offering and practices. Many believe that the school must take the place once occupied by employment for large numbers of youth from sixteen years of age to eighteen years of age, or beyond. This means new types of schools and courses, and the joining of hands by parents and teachers, business and industry, and the schools to meet the new conditions confronting youth in America. The vision and courage of Horace Mann, a champion of the rights of youth, should be our guide and inspiration. May we face the problems of youth of our day as courageously as he faced them for the youth of a century ago.



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Why buy your children snow suits that don't give over-all protection? You want snow suits sealed up the front—for throat and chest protection. You want them sealed at the side of ski pants—to keep out snow. You want them sealed at ankles—to keep feet and legs snug. You want them sealed at the hood—for warmth at back of neck.

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HOW TO TRAIN YOUR CHILD

(Continued from page 17)

When he needs to go he will take himself and if training has been right, he will flush the toilet, rinse his hands, and go back to his play. A child can assume this responsibility any time after he is two if all conditions are right for him. A child who is properly trained and independent in this routine is usually a happy child and very ready to accept responsibility about other routines. Remember, do not try to train the child too early. The mother who holds the tiny baby on a pottie on her lap is the mother who will most likely still be trying to train her child when he is two and a half years old.

It is somewhat easier to train a child for defecation than it is for urination. Even while the baby is quite small you can often depend upon him to have his bowel movement at a regular time. Many mothers put something that can be thrown away under the baby and let him lie on his bath table at the time he usually has his movement. As soon as he can comfortably sit up he can be put on a training seat at a regular time. The baby should not sit too long nor should he have anything to play with while on the toilet. The toilet habits of children should be looked upon as a normal function and should be treated as such. The child should never be punished, nagged, or rewarded but should be expected to carry out toilet routine as a regular part of his daily living.

Night training should never begin until the dry habit during the day is thoroughly established. It can usually be begun between eighteen months and two years. You go about the training in very much the same way. It is easier to begin night training when the weather is warm. The child is less able to control his bladder in cold weather and there is danger of his taking cold when taken up from a warm bed.

When starting the night training the first important thing to do is try to find out what time the child is wetting the bed. If he is wetting many times during the night it is wise to wait a while longer until the child has a little better control. Many times we find the child wets once before mid-

night and once between midnight and the time he gets up, the latter being very close to morning or just after he awakens.

After you discover the time he is used to urinating, you can set your schedule making it about ten minutes before the time. It is not at all necessary to awaken the young child thoroughly when you take him up. The important thing is to keep him dry and get him used to a dry bed. As soon as you are sure of having only a few accidents, it is wise to take off the diapers. And as soon as you have been successful for several nights in keeping the child dry, push up the schedule fifteen or twenty minutes. Do this gradually until you have cut out one, two, and finally all of the night toilet periods. It means that an alarm clock must be set and Mother or Daddy have to get up at all sorts of hours, but it only takes a few weeks and the child will remain dry through the night.

If your child is three and a half or four years old and not trained, then it is wise to awaken him thoroughly and let him know that he is functioning. If he is not able to go through the night then some arrangement should be made whereby he can put on a light and get up to go to the toilet alone.

If a child is nagged or punished when he wets the bed, it only makes him more insecure and it is very difficult for him to overcome the habit. Rewards are not usually very successful and are considered rather bad policy because the child is working for the reward instead of simply establishing a good routine habit which is expected of everyone. If the child is trained consistently at night or in the daytime and the mother's attitude is one of expectancy and casualness it will be a simple process.

It is happy children we want, and happy parents, too, and this business of getting our children properly trained seems such a serious one to us. If we could take it casually, expect the right behavior at the right time, and be very consistent, life would be easier, both for us and for our children.



What Kind of Persons Do You Want Your Children to Be?

(Continued from page 13)

"You know," he said, introducing me to a hoodlum, "there's a lot of good, honest, sincere guys in this racket. And then again, there's a lot of judges and lawyers and respectable men I wouldn't stay in the same room with without I keep my hand on my watch."

But above and beyond the facts of life, I should like my children to have an open and fearless attitude toward it. I should like them, in John Strachey's splendid phrase, to face their universe unafraid. Beyond all things, I should like them to be independent. Emerson says somewhere that it is easy enough to be independent in solitude, but that the great man is he who in the midst of the mob can maintain with perfect serenity, his independence of thought. That, I think, is what we need most in this changing and turbulent era.

A memorandum by Dr. Charles W. Eliot of Harvard, containing notes for a lecture on what he considered an educated person, was recently dug up. He said:

1. The habit of independent thinking on books, prevailing customs, current events. University training the opposite of military or industrial.
2. The habit of quiet, unobtrusive, self-regulated conduct, not accepted from others or influenced by the vulgar breath.
3. Reticent, reserved, not many acquaintances, but a few intimate friends. Belonging to no societies, perhaps. Carrying in his face the character so plainly to be seen there by the most casual observer, that nobody ever makes to him a dishonorable proposal.

AND a third man, who, in the barren waste of my educational memories, still stands out green—Dr. Charles Bakewell—said something at the close of his course in the history of philosophy, which I have never forgotten. "Young gentlemen," he said, "the time is not far distant when you will have forgotten me and all that we have studied in this course. But if you take from it the habit of always taking the next step in your thinking, regardless of where it leads, you will have learned all that philosophy has to teach."

I should like my children to know the world in which they live. I would like them to face their universe unafraid. I would like them to think things through. I would like them to be independent in their judgments. But above all, I would have them face life with confidence that they are its master, that their fate is not in the stars but in themselves.

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... show *You* the way to a "starry smile" ... sparkling teeth



OLIVIA de HAVILLAND—"Calox has always seemed gentle and soft. And it does polish beautifully. No wonder it's so popular in Hollywood."

GLORIA DICKSON—Here is a candid camera shot of her, taken on the set of her new picture — **"THEY WON'T FORGET."** Gloria Dickson says: "I don't expect a dentifrice to work miracles, but when it comes to keeping my teeth sparkling, I have never found anything quite as efficient as Calox."



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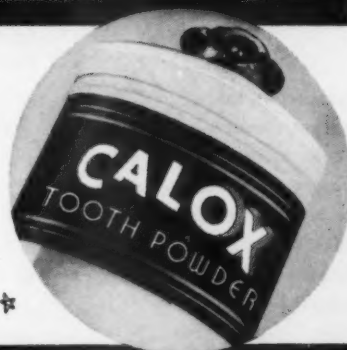


Camera... Dick Powell

"CAMERA," shouts the director...and powerful 2000-watt lights are thrown on the star's face *and teeth*. The camera is cruelly honest. Teeth have to sparkle *naturally*. That is why the choice of a dentifrice is a matter of vital importance in Hollywood.

It is significant that the glamorous Warner Bros. stars have chosen Calox Tooth Powder.

"TOPS," SAYS DICK POWELL. This famous star, now appearing in *"The Singing Marine,"* states:—"I've never heard of any dentifrice that cleans the teeth better than Calox. Here in Hollywood it's considered 'tops'."



CALOX—for teeth that
shine like the stars!

WHY HOLLYWOOD SAYS "O. K." TO CALOX

1. GIVES "HIGH-LUSTER" POLISH. Calox contains five scientifically approved cleansing and polishing ingredients.
2. DOUBLE SAFE BECAUSE IT'S...DOUBLE-SIFTED. It cannot contain grit.
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Mother!

You can SEE the difference Ralston makes!

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Because we know, mother, how very busy you are in those hurried minutes before breakfast, we have made Ralston Wheat Cereal extra fine so that it cooks completely while you set the breakfast table. As quickly and easily as you boil a pot of coffee, you can prepare this hot wheat cereal which tastes so good and is so good for your children. Five minutes over an open flame—and Ralston is thoroughly cooked, readily digestible.

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WHEAT CEREAL

THE HOT CEREAL CHILDREN LOVE TO EAT



LEARNING TO ADAPT

(Continued from page 15)

habits. Meals are offered and are expected at approximately the same hours each day; regular times are appointed for bathing, for sleeping, and for recreation.

Good habits, early formed, are the great regulators of our lives that keep us in the straight track of physical and mental safety. The earliest schedule of the infant is his first lesson in habit formation. He is bathed, changed, fed, and put to rest. His protests are dealt with gently but firmly. So a certain obedience to discipline becomes part of his daily habit until he learns that this, too, is one of the ways of life! Gradually he comes to know what to expect from the day, and, if it is well-ordered, his sense of security becomes a habit.

As he grows older and his horizon broadens, new problems confront him and new habits must be formed con-



stantly. He learns that milk is to be taken from the cup, or not at all, that meals are to be eaten promptly, or gone without, that clothes must be put on and taken off by oneself, and hung in their proper places, that playmates are not to be abused and that streets are not to be crossed without due caution.

With the first playmate comes the first real broadening of the social environment that has hitherto been confined largely to the parents and possibly to other children in the family. This presents an interesting experiment, because now we have two individuals in approximately the same stage of their social adjustment. They can learn much from each other, and as soon as any child has reached the age of two or three years, playmates should be provided. In many instances it may be wise to resort to the nursery school to furnish group contacts under supervision, but the nursery school must be considered as an adjunct to, and not a substitute for, the training of the home.

A definite part of the day must still be reserved for a more or less vegetative existence, for while this may not teach the child to adapt, it gives him



added strength and stability for it.

As adult life consists of constant discipline—obedience to the laws of nature and of man—so early preparation for life consists in learning obedience to these same laws. We learn to recognize authority because the recognition of authority often means personal safety. This is why we recognize the authority of the laws of our land; it is why harassed nations turn with relief to the authority of dictatorships. Obedience to an authority that can be trusted and respected spells security, and a sense of security is the child's most prized possession.

Authority, however, must be used fairly and for a logical purpose, and wherever possible, the necessity for authority and the reason for obedience should be plainly shown. There is a temptation for some, and perhaps all, parents to exercise authority merely to demonstrate their overlordship. This is hardly fair to the child of spirit, and the most probable reaction will be resentment. After all, we want our children to show initiative in their contacts with the world, and few of us are so completely satisfied with our own personalities that we would care to have our children develop as mere stereotyped images of ourselves. It is to the world that we would help them adapt themselves and not to some preconceived pattern of what we think they should be. They must be themselves and we must try to help them be their truest selves.

If the child's methods of adaptation do not seem to be those that we had planned, let us take comfort then from a significant sentence in Dean Willard L. Sperry's *What You Owe Your Child*: "Were it not for an unbroken succession of rebel sons for fifty thousand years we should still be gnawing bones in the caves of Mousterian man." Children must be led and not driven, instructed and not browbeaten. Their individual personalities are their heritage to be guided and directed but not to be overwhelmed. The greatest gifts that we can give them to help in their adaptation to the ways of the world are habits that help without fettering, affection and understanding, and a feeling of ordered security.



● "Gee, I'd hate to be you, Jocko! That get-up may be peachy for collecting pennies, but you couldn't hire me to wear it on a day like this. The prickly heat breaks right out on my neck to think of it!"



● "Boss won't let you take it off, eh? Well, that's life... many's the time I've been rammed into a sweater. Only thing makes 'em bearable is Johnson's Baby Powder. It always fixes those prickles!"



● "I could stand a sprinkle myself—this carpet's itchy... How about some soft silky Johnson's Baby Powder for both of us, Mother? Jocko will do his best monkey-shines for you. And I'll do mine!"



● "Notice how satiny Johnson's Baby Powder is... It keeps my skin like satin, too!"... Perfect skin is the best protection against skin infections, Mothers! Johnson's Baby Powder helps prevent prickly heat, rashes and chafes. It's made only of finest Italian talc—no orris-root. Try Johnson's Baby Soap, Baby Cream, and the new Baby Oil, which is stainless, pleasantly fragrant, and cannot turn rancid.

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Cooler days call for children's underwear that is just right for comfort.

Nazareth Underwear is made in a variety of attractive knitted fabrics; modern styles for infants from 1 to 6 and for boys and girls up to 16 years. All styles at popular prices.

Many mothers and grandmothers can testify to the fine quality of Nazareth underwear because they wore Nazareth when they were children.

Nazareth styles have kept step with the trend of today, and Nazareth quality is always maintained.

Infants' shirts and pants; children's waist suits with elastic back or button style; boys' athletic shirts with abbreviated trunks to match; boys' and misses' union suits; sleepers in one and two-piece styles.

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NOTES ON EATING EQUIPMENT FOR THE PRESCHOOL CHILD

This is a summary of the points covered in our page
"We're in Pictures" in the September issue.

A MOTHER brought us this picture and she admits freely that she herself wouldn't know what is wrong with it if it weren't for the fact that her child is in nursery school and the nursery director, who is a good friend of hers, came to lunch one day.

"Oh," said the nursery director as she entered the dining room where Mary was eating her lunch, "how brutal of you."

"Brutal," she said in surprise. "In what way am I brutal?"

"Look at your poor child twisting her feet in discomfort. The foot rest is broken off the front of her high chair. Mary is more comfortable when her feet can rest on something. And, if you don't mind my suggesting it, your child is too large for a high chair.



She should be in a nice comfortable chair with her feet flat on the floor. Or, if the chair is a little high, put a stool under her feet and let her sit at a little table. She must be comfortable when she eats. Also, if you want her to have good posture when she is grown, you must see that her feet and her legs are comfortable when she sits down. Pediatricians agree that if the child's feet hang without support the circulation is affected."

"That's simple enough. Tell me, what else is wrong with our feeding set-up?"

"Well, nothing else seems to be wrong. Mary's plate has a slightly flared rim so that the food doesn't go overboard too easily. Her cup has a large enough handle to allow her to clasp it with her whole hand, and that silver is fine. See? The spoon with the flat bowl allows her to push against the edge of her dish. The fork is wide so that the food won't spill easily. Everything else is fine!"

• • •

Here are some features which must be kept in mind when you are buying

a table or a chair for your child:

Legs close to edge and evenly spaced to prevent tipping.

Supports are placed to allow plenty of foot space. This type of table is ex-



The table

cellent for the child to use for eating and for play. Leaves drop so that it may be conveniently put away.

• • •

A good chair should have:

Saddle seat which fits the child's buttocks and legs.

Back rest, properly spaced and curved to fit spine and shoulder blades.

Legs spread so that chair will not tip forward or backward.

Both table and chair are simple and childlike. They were designed by Ethel B. Wright, Director of the Winnetka Public School Nursery.

Comfort has much to do with your



The chair

child's willingness to feed himself and his general enjoyment of his food.

"Because the eating situation has so many social as well as nutritional implications, problems are frequent and significant. Wholesome and appetizing food with varied menus so that the child learns to eat many kinds of food is important to health and to the e-

establishment of good eating habits. The attitude of the parents toward eating is as important as the food, however. Meal-time must be a calm, happy time, with a matter-of-fact attitude which assumes that the children will eat. Parents should avoid talking about food dislikes. When new foods are introduced or when a child appears to have a dislike for certain foods, servings should be small. If the child fails to eat under these circumstances then the parents must make sure that there is no physical reason for the lack of appetite."

(This excerpt is from "Healthy Children" published by the National Congress of Parents and Teachers, 1201 Sixteenth Street, N. W., Washington, D. C. The pamphlet was compiled by Mary E. Murphy, National Chairman, Committee on Child Hygiene. Enclose ten cents with your request to the above address if you want a copy. It is sane, brief, and a very helpful pamphlet on the general health of children.)

Judging from what nursery directors tell us, feeding problems rank high in the number of problems presented to them. A list of pamphlets which offer some help to mothers who are having feeding difficulties with their children may be had by writing to the Editorial Office, 832 Bryant Avenue, Winnetka, Illinois.

Developing an Intelligent Family Attitude Toward Music

(Continued from page 9)

be done most efficiently exceeds the scope of this article. The main thing is an open-mindedness on both sides.

At this stage, the family may notice a slump in the student's work. There are inevitable slumps in the study of any subject. Progress is never even. At such times it is best not to make much of it, but try to bolster up the morale indirectly. Never accuse a child of losing interest at such times. He will very likely take refuge in such a remark and persuade himself that it must be so, and throw off any effort, or else, his pride will be hurt and he will grow resentful. Wait until a high moment to talk over his progress and point out room for improvement.

Parents also have to distinguish real progress from a deceptive facility. Some children have a dangerous facility. Playing by ear is a real gift, but it often brings problems of unwillingness to read. The child would rather guess at "how it goes." If this is not controlled at the beginning, it makes teaching him very difficult. In such a case, drilling on notes at home and encouraging him to read is a distinct help (Continued on page 30)



So he nailed the chair to the floor

HIS sense of humor suggested it. But he really did it in self-defense; as a safeguard against that ever-present, eager type of salesman who pulls his chair up close, talks right into your face—and, too often, is an offender in the matter of halitosis (unpleasant breath). You know the kind. Most of the time, these well-meaning fellows are not aware of it themselves. That's the insidious thing about halitosis.

Don't Take A Chance

Fortunately there is a way to overcome bad breath—the regular, systematic use of Listerine, the safe, liquid antiseptic and deodorant, used as a mouth wash and gargle. Keep Listerine Antiseptic always handy in your home and at your office; and use

it before business and social calls. This way you may be sure you are on the safe—and polite side; that your breath will offend neither a good customer nor a good friend.

Why Listerine Works

The fermentation of tiny food particles in the mouth is the major cause of bad breath. Listerine Antiseptic quickly halts such fermentation, then overcomes the odors it produces. After its use, the entire mouth feels fresh, clean, and invigorated; the breath purer, sweeter. When you want to be sure, use only Listerine, with the antiseptic action so many mouth washes lack.

LAMBERT PHARMACAL Co.
St. Louis, Missouri



FOR HALITOSIS USE LISTERINE

P. S. Have you tried our new Listerine Tooth Powder? IT'S SOAPLESS!

"I WANT BILLY TO BE A LIFE INSURANCE MAN ... JUST LIKE HIS DAD!"



"Both my husband and I are proud of his work. He has been responsible for keeping families together . . . sending children through college . . . helping people grow old gracefully.

"And he has helped free *our* minds from worry. Bill, Senior, practices what he preaches. Our future is secure.

"Some folks call my husband '*The GUARDIAN Man.*' He is, too! That's why I want Billy to be a life insurance man . . . just like his dad!"

THE GUARDIAN LIFE INSURANCE COMPANY OF AMERICA

NEW YORK CITY

A MUTUAL COMPANY • ESTABLISHED 1860

GUARDIAN OF AMERICAN FAMILIES FOR 77 YEARS

Developing an Intelligent Family Attitude Toward Music

(Continued from page 29)

to the teacher. Also, the child with facility is a temptation to exploit in performance. He is easy to show off to friends, and he can develop a gallery eye which may interfere with his work. Showmanship is only healthy when guided and reinforced by groundwork done for sound reasons. The best way to turn this ability into constructive channels is through ensemble playing.

Then there is the "young virtuoso" complex, which, fortunately, is gradually diminishing. Nothing can do more harm than this attitude toward a talented child. Even if he is capable of virtuosity (which is extremely rare) he should remain unconscious of it as long as possible.

As to careers in music, they should never be counted on. The successful artistic profession depends upon inner convictions reached in maturity. It should not be wished upon anyone, no matter how complete the training is. Furthermore, it is our belief that the training of musician and music-lover should differ only in quantity and intensity, not in quality. The inborn musician will make himself known by his initiative and aptitudes, and is not to be regarded as one set apart.

IN closing, we wish to reiterate that family ensemble music is the most worthwhile and wholesome supplement to any child's musical education. People who have had family music during their childhood never forget it. It enriches a home as much as any activity possibly can, and provides a medium of comradeship that is priceless. School orchestras are fine, but family groups are deeper in their influence, and supply the kind of relaxed enjoyment lacking in the competitive element present in school groups. Good music in the home, done for the fun of it, has more influence over the music student than any amount of teaching outside it. If your family cannot make it, you can invite in the neighbors, or if there are no musical ones, you have recourse to victrola records and radio concerts, or better still, to taking up the study of music yourself. Think of music not only as an art but as a language; a language that can draw parents and children together in a kind of understanding that no other language can equal. Its very other-worldliness has invested it, much too much, with a Sunday-best atmosphere. No more than art is only for museums, is music only for concerts. Make it a natural, everyday means of expression for the whole family.

PLAIN LAZY?

(Continued from page 11)

topics of his reveries with the sharp realities of the outer world. He must be brought always into conscious touch with other persons and with actual things. He should have, from time to time, a taste of real victory over genuine difficulties and his dreams must be rendered as objective as can be."

I asked a number of teachers to list the so-called lazy children of their classes and to indicate their ratings in the academic subjects. In most cases the lazy child was backward, a child who had not acquired the habit of success. These children were given special coaching periods in reading and arithmetic. In a short time, a distinct improvement was evident not only in their work but in their whole attitude.

LABELING a child "lazy" puts a tag on him, pigeonholes him, but does not remedy his condition. When you designate a child as "lazy," you are merely calling attention to the symptom of his behavior difficulty. If, however, you indicate that "the child is discouraged because the work is beyond him," or that "he becomes fatigued easily," or that "he displays no interest," you are suggesting underlying causes of his maladjustment.

Accordingly, the first step in reconditioning the lazy child is one of diagnosis. What are the probable causes of the difficulty? If a physical defect is apparently the reason for the child's indifference or listlessness, then corrective measures should be undertaken immediately.

If a physical examination reveals that the child is well, it is then desirable to scrutinize both the parental and teacher influence upon the child. Do the parents stimulate and encourage his spontaneous hobbies and interests? Does the teacher present the subject-matter in an interesting, appealing manner? Does she create situations which permit the child to experience the thrill of successful achievement?

In many cases due to repeated failure and destructive criticism, the lazy child acquires an attitude of futility or lack of confidence in himself. It is highly important, therefore, that he be convinced that he can succeed. It is necessary to kindle this belief in himself, a realization that he has the ability to succeed.

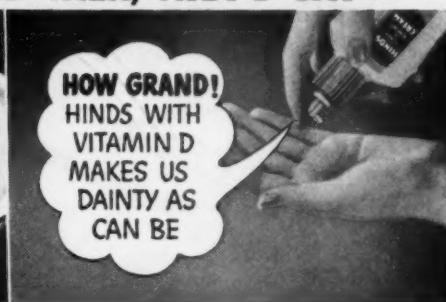
There is the right kind of work for every individual. In every one of us there are inner forces which are seeking expression. Find the work that will interest the lazy child, work which will stimulate his curiosity and self-activity, and laziness will disappear.

After Dishwashing

IF YOUR HANDS COULD TALK, THEY'D SAY:



HOT DISHWATER is sure hard on hands.



CREAMY LOTION soon makes hands smooth!



QUICK
ACTING...
NOT
WATERY

DOING dishes day in and day out! No wonder your hands get dry and puffy... look red and coarse. What those hands need is the quick comfort of Hinds Honey and Almond Cream. Hinds is extra-creamy—extra-good to abused skin. It softens... it soothes... it smooths away that rough sandpaper look. Contains the "sunshine" Vitamin D that dry skin absorbs. Use Hinds for soft, smooth *Honeymoon Hands*! \$1, 50c, 25c, 10c.

"Every day is Hinds day with us"

Every day the precious quintuplets put on Hinds—the extra-creamy lotion that feels so soothing. Use Hinds for your children's tender chapped hands and scuffed knees, and note how nice they say it feels!

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HINDS FOR **HONEYMOON HANDS**
HONEY AND ALMOND CREAM



Once during every twenty-four hours we have our guest completely at our mercy. When he tumbles into one of our luxurious beds amidst snowy linen and warm, soft blankets, we make a friend. When he arises next morning refreshed and content, we have been good hosts and just a little smart on our own account.



A UNITED HOTEL

The ROOSEVELT
 Bernam G. Hines, Managing Director
 Madison Ave. at 45th St., New York
 (With entrance in the Grand Central Station)



HALLOWE'EN—THE FATHER'S PROBLEM

as told to Harriet Childs Atwood

by DR. J. W. F. DAVIES

ONE Hallowe'en eve, way back in 1910, I'd just settled down to a pipe and a book when a group of boys came to my study. "Chief," they begged, "come on out tomorrow night and have some fun with us." I mustered up as much enthusiasm as I could, and told them I would.

The next night we started off, hunting for gates to lift, swings to pull down, porches with garbage pails, dog houses unoccupied, anything. Disappointment was beginning to show itself when we happened to come upon a yard with a huge wood pile.

"Let's move the wood pile!" they chorused.

"Great," I agreed, "if you put it right in the middle of the street."

It was hard work, but we did it—piece by piece. It was while we were adding the last piece that a policeman walked out of the shadows and surprised us. He winked at me and sternly exhorted us to put the whole wood pile back and while we did it, I could feel an undercurrent of rebellion and realized that scaring wasn't enough—they wanted to be chased to make it really exciting.

We did more prowling! A man yelled at us and we were all scattered when another man chased us three blocks before giving up. When it was time to go home the boys felt satisfied for we had done something exciting, but oh, the destruction we had left behind!

IT set me to thinking the rest of the night and so, the next morning, I went over to visit the Chief of Police. I asked him what Hallowe'en meant to the village each year. His face was serious over the hundreds of dollars worth of destruction and he admitted he didn't know how to stop it. The problem kept pricking me all year long until finally, in the fall, I called a group of parents together.

"How can we use this desire for excitement in a constructive way?" I

asked them. Nobody seemed to know. I outlined what was in my mind, and asked if they didn't think it was worth trying out as an experiment. It couldn't be done, they argued—my plans were preposterous, but they had no other suggestions. Finally it was agreed that as Community House was open for the first time that year, 1911, we would hold a big party there and give the children of the village all the excitement they wanted. The sum of \$75.00 was appropriated by our Board and our scheme was underway.

The mothers decorated the halls and got things together but, actually, it was the fathers who put it over. They were wonderful. We had thirty-six men acting as guides, guards, barkers, and general helpers. We fixed up a "Spooks" room in the basement and the very boys who did mischief the previous year helped the fathers devise spine-curling electrical tricks.

We put all sorts of posters up about the party and announced it in the church paper. We issued free tickets which entitled each person to an apple, a stick of candy and an ice cream cone. A costume parade was gotten up with prizes given for the best costume and the parade went right through the main street of town on its way to the party. Crowds? We were packed. Children? Yes sir, and parents, too. (And the funny part of it is that the parents still come and like it every bit as much as the children!) We put a professional sleight-of-hand performer in the assembly room, a Punch and Judy show in the neighborhood room, while there was a grab bag, prepared by the mothers, in the north neighborhood room. In the gym, we had all the things for the "tough guys"; horses on which sat two boys with boxing gloves, eager to knock each other off; two gym bars with boys straddling either end, blindfolded, and armed with padded poles to try and find their victim and drop him to the pad on the floor. Then, there

was rope-climbing, and wrestling and boxing bouts were held in the center of the floor.

Upstairs, we had fortune-telling and ducking for apples. The president of a large manufacturing company roared with delight at his job of wiping wet heads with a towel after the ducking, and I can still see our biggest advertising man in his high hat and painted cheeks as Master of Ceremonies. At ten-thirty we closed the party and found that even though it was an early end to the evening the youngsters were all too pleasantly weary for mischief.

The Chief of Police came around the next morning and said he had never had such a quiet Hallowe'en before—nobody was on the streets. We've been having that party ever since, and now, no publicity is needed—everyone looks forward to it and we have a gay, but sane, Hallowe'en.

You fathers, who have to lock up all your extraneous garden equipment, who develop wrinkles in your forehead trying to keep Son out of mischief on Hallowe'en, can have the same kind of a party in your Community House, your school, or, even the Village Hall. If you have any difficulty getting the use of any of these places get the police to intercede for you—they will welcome you with open arms—and Father's Hallowe'en Problem will become Father's Hallowe'en Jamboree!

WHY PARENTS VISIT SCHOOL

(Continued from page 7)

a child is in trouble.

(a) disciplinary cases.

(b) subject matter cases.

3. To watch child "perform."

(a) field day, class day, honor day, plays, speaking, graduation, etc.

4. To see class or school exhibit or hear staff or children demonstrate work, aims and methods of the school.

5. To contribute to school work: acquaintance (dinner, teas, etc.), talk, music, drawing, demonstration, trips, specimens, trophies, etc., (school museums).

6. To appraise other schools and compare with their own.

7. To come to know teachers and children other than their own.

8. To allow the teachers to know them and their home conditions.

Commenting upon this list, the mother of two unusually well-adjusted and happy children had the following to say:

"The first five topics listed seem to be occasions upon which parents do visit schools. These are arranged by the schools to bring about as many home contacts as possible. The parents, on the other hand, feel a responsibility which (Continued on page 34)



Her mother told her
only half of it

My mother said: "Bon Ami is best
for windows"
but... I've proved it's best
for everything!

"When I was a little girl, my mother used to tell me that nothing cleaned and polished windows like Bon Ami," writes Mrs. B. W. Preston of Des Moines, Iowa. "Since I have been keeping house, I have used many cans of Bon Ami, but not wishing to be considered old-fashioned, I think during the past ten years I have used every kind of window and sink cleaner that has been advertised. And there are none like Bon Ami. From now on I am sticking to this one cleanser for everything."

* * *
Bon Ami is such a fine, white powder—yet it works fast, cleans thoroughly... and polishes at the same time! Start now to use Bon Ami for all your household cleaning.



Bon Ami "hasn't scratched yet!"
the all-purpose household cleanser

Add Bananas for Vitamins



and cheer up the children!

IT'S such an easy way to delight the youngsters—and such a simple way to include a food that's good for them. Whenever you're making a gelatin dessert, just slice in a sweet ripe banana!

You'll be adding vitamins (A, B, C, G), essential minerals, fruit sugar to supply the quick food-energy active little bodies need. And bananas, fully ripe (yellow peel flecked with brown) are so easy to digest. Doctors recommend them as one of the first solid foods for babies!

BANANA GELATIN is made in a minute. Just fill a large mold, or small individual molds with gelatin (prepared according to directions on the package), and chill. When it begins to thicken, add slices of *fully ripe* banana. Chill again until firm. Unmold and garnish with more slices of ripe banana and fresh or canned fruit if desired.

Free - NEW BANANA SALAD RECIPE BOOK

Fruit Dispatch Company, Home Economics Department
Pier 3, North River, New York, N. Y.

Please send me a free copy of BANANA SALAD BAZAR, a 24-page illustrated booklet of delightful new salad recipes.

Name _____

Address _____

City _____

State _____

UNITED FRUIT BANANAS distributed by FRUIT DISPATCH CO.

WHY PARENTS VISIT SCHOOL

(Continued from page 33)

is twofold: first, they want the child properly adjusted (this includes teacher and group); and secondly, they have a strong protective spirit.

"They are eager to know more of the child's life than they can get from his conversation.

"They like to see how he conducts himself away from home.

"The modern parent views her child's teacher as a friend with whom she can exchange ideas about education, the physical and social well-being of the whole group. This leads to frequent visits to the school."

Another mother, an unusual genius with children of all sorts, contributed the following:

"When I was a child in school, parents' visits were occasions rare and extremely formal, and I distinctly recall that if one's own parent or parents came it meant that one went through almost agonizing embarrassment and trepidation, unless one were a more or less brazen sort who could show off easily. Nowadays, when parents discover that they are welcomed as a matter of course by both teachers and children, and when such fascinating things happen every day in school rooms, I find that I, at least, am in danger of becoming a visiting nuisance.

"I remember that one of my earliest visits was to a fourth grade class which was then studying Egypt. The kindergarten sand-box had been hauled into the room, and the children had charted the Nile in the sand. They had put in the Pyramids, the palm trees and the river boats. They had studied old Egyptian designs and had baked their own small clay pillars bearing similar designs. They had gone in to the Museum and had seen just about everything Egyptian it had to offer.

"I tried to recall what Egypt had meant to me when I made its acquaintance in elementary school days. Moses in the bulrushes had captured my imagination, I know, and I remembered a dry fact here and there, but to these youngsters it was very evident that Old Egypt was a place as vivid and real as New York City itself.

"Recently in one of my children's classrooms, a first grade, I happened to be visiting during the reading lesson, which in itself was being conducted along lines thoroughly interesting to everybody concerned. When I was lucky enough to discover that a Luna moth had just emerged from its cocoon in the class terrarium, that ended the reading class for that morning, and twenty children, the teacher and I stood breathlessly watching the

changes in that lovely creature for nearly half an hour. It was amazing what questions were asked and answered, or listed to be answered, about moths, butterflies and beetles during that time, and I privately wished that I could be there two days later when the Science teacher would be there to handle the barrage. I had to leave at the end of that period, but I went regretfully, and I felt very sure that, to these children, knowledge is no cut-and-dried, deadly thing to be dug painstakingly only out of books, but a thing so fascinating that it is as exciting as life itself."

Another mother had the following to say:

"A seven-year-old was greatly upset during the noon hour because of unwise handling by a maid in the home during the mother's temporary absence. The mother came to school to report, in order that the teacher might understand any unusual behavior or apparent fatigue.

"Mrs. C. was having trouble with John. He was neglecting his personal appearance. She came to school to discuss the matter with the teacher, following a lecture given by a competent psychiatrist at the P.T.A. meeting.

"Mrs. H. came to invite the class to visit her gardens and yard where there were many trees, to further the study of trees and flowers which the children had been making in connection with their Science work.

"A group of mothers came to school to arrange for a Health Institute program, and to attend to the publicity end of the meeting."

Other comments by various mothers ran like this:

"Sometimes it is wise for a parent to go through a day with a child."

"Assign different groups from the P.T.A. to visit different types of schools—conservative, old line schools; progressive, semi and ultra college preparatory types; vocational or others—bring back and discuss reactions."

PRINCIPALS AND TEACHERS

A group of teachers and principals drew up the following observations on "why parents visit schools."

1. Father and Mother visit school which their child is about to enter. Parents are receptive. It is either a beginning or a new start. The principal is sensitive to the opportunity to convey to the parents something of the philosophy back of the school, the methods, and some of the most important things that he thinks the school has to offer for the child's development. The parents in turn give to the school ideas of the child's background and other information which help the school with the child's adjustment. (Continued on page 36)

"TAINT' FAIR MOTHER!

Your coffee comes in sealed sanitary containers—**BUT—** what about my milk?"



THAT'S A FAIR QUESTION, Mother, and there's only one answer! Even more than any food you buy, your baby's milk needs the protection of a sealed, sanitary container. For, from the time it leaves the dairy until you open it, your bottle of milk is constantly exposed to contamination. That's why leading dairies have adopted the Welded Wire Seal. That's why you should demand this complete insurance against germ-laden dust and dirt. Write a note to your milkman—*now!*



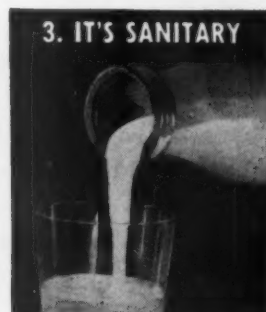
1. IT'S TAMPER-PROOF

A Welded Wire Seal locks out dirt, dust and other contamination and locks in the dairy-purity of the milk left at your door every morning.



2. IT'S EASY TO OPEN

The Welded Wire is a modern safeguard, drawn tightly around the bottle's neck. To remove, simply pull down the free length of the wire.



3. IT'S SANITARY

With the Welded Wire Seal, the bottle's entire rim—over which the milk pours—is kept sterile-fresh. You are the first to break the seal.



THE NATIONAL TRADE MARK OF BETTER MILK AND CREAM



CHILDREN CHOOSE CRISPNESS

ASK a child what he likes in a cereal, and you'll find that *crispness* is important to youngsters. That's why Kellogg's Rice Krispies are "the children's choice" among ready-to-serve cereals. For Rice Krispies are so super-crisp and crunchy that they crackle in milk or cream — actually "talk" to your appetite!

That crackly sound delights little folks — and how they love the tasty, toasted flavor of those light, wholesome rice bubbles. Rice Krispies are easily digested — never disturb sound sleep.

Serve Kellogg's Rice Krispies at breakfast, lunch, and supper — see how the children come back for second helpings. And on the back of every package there's a Singing Lady Mother Goose story, illustrated in color!

Your grocer sells Rice Krispies. Served by restaurants. Made by Kellogg in Battle Creek.



WHY PARENTS VISIT SCHOOL

(Continued from page 35)

2. Fathers or mothers are asked to do something which requires knowledge of the school.

One time we had an exhibit in Grand Central Palace. Three classrooms were set up to duplicate exactly the school rooms in equipment, illustrative material, exhibits of work and records. Parents were called in to take charge of the exhibit, to welcome visitors, and to explain to them the procedures, the methods, and the results of the work of the school. The parents took their jobs very seriously. They consulted teachers, watched the pupils at work, and fortified themselves with facts. The superintendent actually taught them, in three meetings, everything that he could that he thought might help them. I have never known any group to learn as much in so short a time. After one day at the exhibit, mothers came flocking back to the school with questions and requests to visit classrooms where they could see certain things happening.

3. Parents show their respect and appreciation of the child's work. They come to share and to enjoy his findings and his accounts of what he has been doing.

The teachers know that the most successful means of getting parents to appreciate the importance of the child's day, and at the same time to interpret the school to them, is to have the parents come to school to see what a child has done and particularly to hear him tell about it. Therefore, the teachers in our school arranged for a meeting in the spring when the parents would come to the school at 5:15 o'clock. (This was to catch commuting fathers. Children were excused in the afternoon to rest. It was emphasized that the child's schedule for supper and rest must not be upset.) The children and the teacher planned to give simple and natural accounts of things they had done. Records had been kept of the beginnings of things, plans, illustrative material, experiences, and things learned. On that level, from the seven-year-olds through the eleven-year-olds, the children showed how they organized their materials, and how facts and skills and power were gained when living was significant for them.

4. When parents visit the school to observe their individual child, at the request of the teacher, to see if together they can determine a procedure which will give the child a better chance.

5. When parents visit the school to share and enjoy something with the children. The return is greater when the parents have contributed in work

or ideas to the thing which all of them are to enjoy.

VISITS OF HIGH SCHOOL PARENTS

Something has already been said about the importance of parental visits to school while children are passing through grades seven to twelve. It is of the utmost significance that the school officers and staff be kept in close touch with information which concerns the child's happiness and progress during the period of adolescence. Most good junior high schools are organized around "home rooms" or "advisories" and one of the most effective plans in practice is for the teachers in charge of these home rooms, working with the children, to invite mothers to "home room lunches" and fathers to "home room dinners and evenings of fun" wherever these can be arranged. Picnics are a pleasant variant. Such affairs enable the parents of groups of children to know one another and to confer with the teacher pleasantly and informally.

Some junior and senior high school principals or deans of boys or of girls invite in "advisory councils" of representative parents with whom they discuss any matters which seem important for the welfare of the school society. The parent can keep the school informed as to the state of mind of the community, and do much to interest the school to the town.

One high school principal, of a college preparatory type of high school, remarked wearily in June:

"Chiefly, during the spring of the student's senior year, parents come to talk about colleges. They want to know why Sally can't go to Smith since Mary Jones did and *she* certainly wasn't any brighter or more attractive, or why Son Bill, having been in *x* schools since kindergarten, isn't prepared to go to Harvard."

On this point of college entrance, it should be remarked that every careful parent should make it a point to have a very clear understanding with the school authorities concerning the family's hopes and plans for the son or daughter in question, *toward the close of the eighth and again at the beginning of the ninth grade.*

Another high school principal comments:

"Many mothers come to know why their child isn't happy, better adjusted socially—why she isn't invited to parties by the boys."

These are by no means all of the reasons, but may offer a useful working cross-section for discussion, of *why parents visit school.*

• • •

An outline for use in discussing this article appears on page 43.

Cocomalt THE PROTECTIVE FOOD DRINK



Leading authorities agree that among the common reasons why children fail to gain sufficient weight is the fact that their daily diet is often lacking in one or more of six vital food essentials. Cocomalt, the *protective food drink*, supplies them.

Cocomalt is rich in calcium and phosphorus—but more than that, Cocomalt is also rich in Vitamin D which is necessary to enable the system to utilize the calcium and phosphorus which the growing child needs in building sound bone and tooth structure. Practically no natural food contains *all 3* of these essentials.

Iron is another vital necessity lacking in many foods. But Cocomalt is rich in easily assimilated iron which helps promote rich, red blood. Actually one serving of Cocomalt supplies a full third of the normal person's daily need. Thus, 3 glasses of Cocomalt and milk helps insure the average individual's daily iron requirement.

Then, too, Cocomalt is an especially good source of food-energy. It supplies easy-to-digest carbohydrates in the form of dextrose, maltose, lactose and sucrose. Cocomalt is also rich in protein...necessary

in building muscle and strength.

Children are happy to drink Cocomalt for breakfast, lunch or supper. It is easy to mix with hot or cold milk and since a full serving costs only a few pennies it provides an economical way to be sure that *your* child gets 6 vital food essentials he needs.

Cocomalt is sold at grocery and drug stores in ½-lb., 1-lb. and the economical 5-lb. hospital size, purity-sealed cans.



Cocomalt is the registered trade-mark of R. B. Davis Co., Hoboken, N. J.



THE P. T. A. at Work

EDITED BY CLARICE WADE, 1201 16th Street, N. W., Washington, D. C.

AMERICAN EDUCATION WEEK AND THE P.T.A.

THE annual "back to school" movement on the part of parents which begins when the P.T.A. meets immediately after school opens, will reach its climax when American Education Week is observed November 7 to 14. At this time open house will be held at nearly all public schools. Last year more than 6,000,000 persons visited schools during the week and probably the number will be larger this year. Plans are being developed by parent-teacher associations and school officials for special observances in schools, in villages, towns, and cities throughout the nation.

The 1937 celebration marks the 17th annual observance of American Education Week, sponsored by the National Education Association, in co-operation with the U. S. Office of Education and the American Legion. Each year, an increasing number of organizations and individuals have become interested in this occasion to call the public school system to the attention of the taxpayers who support the schools, and the parents whose children attend.

The general theme of 1937 American Education Week, "Education and Our National Life," calls to mind the discussion of "The Contribution of the Parent-Teacher Movement to Democracy," at the Parent-Teacher Section of the National Education Association Convention in Detroit, in June. Agnes Samuelson, Superintendent of Public Instruction, Des Moines, Iowa, in outlining the unique function of American education, reminded the audience that education is a community enterprise, saying, "Education looks toward the improvement of American society. Education cannot withdraw unto itself from a world of strikes, unemployment, free-flowing liquor, wars."

"Education must stress social obligations and values, face realities, and expand its program to meet new needs and new conditions. Education has an obligation to preserve, cherish, advance, and make available to each new generation the funded wisdom, knowledge, and aspirations of the race. If education is to continue to discharge its unique function to our democracy, it must stand apart from other public services and be distinguished by obligations of its own."

"The parent-teacher organization has become the answer to the three-fold, age-old problem of the parent:

(1) To know the child through child study and parent education; (2) To cooperate with the schools in his training through shared participation with teachers and educators; (3) To control and build his environment through the development of public opinion and civic activity."

Miss Samuelson's suggestions to parent-teacher associations on ways of increasing their contribution to American democracy follow: (1) Recognize the unique function of education. Discuss it in group meetings and forums, especially during American Education Week; (2) Safeguard the place of education in modern life by examining and taking the leadership in correcting situations in your communities which trespass upon these conclusions. Strive to serve the conditions requisite for the discharge of educational obligations; (3) Develop public sentiment for the support of education to the end that it may continue to translate American ideals into living reality.

"To safeguard the place of education means more than lip-service regret at seeing competent school people dismissed for partisan and factional motives that destroy the very integrity of learning," Miss Samuelson pointed out. "It means eternal vigilance in seeing to it that schools are not subjected to pressure of powerful groups. It is to protect the schools from minorities who would limit the work to running errands for people with axes to grind. It means to defend it from centralized controls and partisan efforts and not allow it to be subjugated to the fashionable substitutes of the moment."

Miss Samuelson's recommendations will be especially useful to parent-teacher associations which plan to follow the outline prepared by the National Education Association for programs during American Education Week. Topics selected for daily programs are concerned with dominant issues in American education as follows: Sunday, November 7, "Can We Educate for Peace?"; Monday, November 8, "Buying Educational Service"; Tuesday, November 9, "The Horace Mann Centennial"; Wednesday, November 10, "Our American Youth Problem"; Thursday, November 11, "Schools and the Constitution"; Friday, November 12, "School Open House Day"; Saturday, November 13, "Lifelong Learning."

"School Open House Day" on Friday is, of course, the day when parents and citizens have a special invitation

to visit the schools. School visiting is such a popular activity of P.T.A. members in connection with this observance that last year the National Congress of Parents and Teachers issued a leaflet entitled, "On Visiting Schools," by Mrs. B. F. Langworthy, then National President, giving suggestions to parents contemplating visits to school and advice on the amenities involved. Mrs. Langworthy advises parents to visit schools to acquaint themselves with the general plans, policies, and procedures of the school. She suggests that the first visit not be used to talk over problems concerning your own child with the teacher. Visiting the school for the purpose of criticizing it is a dangerous business, she warns, and should never be done without careful study and consideration of all factors involved in the matter where a change seems desirable to the parent. "If there is really something which needs to be corrected, the schoolman will generally be glad of the cooperation of the lay members of the community in making the reform," she observes. "At this time it may be well to remind the principal that the policy of the National Congress of Parents and Teachers is that its members do not interfere with the professional operation of the schools. Let us firmly resolve that all the canons of good taste shall rule our contacts with the school; that we shall never disturb by our visits, that we are only one-half of this great bridge between the home and the school, that our main job is to conduct our homes, and that we have trained teachers to conduct our schools."

Suggested Activities for Parent-Teacher Associations:

1. Acquaint the membership with the objects and program of American Education Week through:
 - a. Publicity—telephone calls, notices, news articles, displays, personal contacts.
 - b. Participation in community or school program.
 - c. Presentation through study and discussion of topics of particular local interest.
 - d. Study and dissemination of facts concerning the cost of schools, and methods of raising and expending school funds.
2. Visit the schools and participate in the programs presented through the week.
3. Cooperate with the school in observing School Open House Day.
 - a. Provide hospitality.

- b. Assist in conducting visitors through the school.
 - c. Present a program for the day, if desired.
 4. Develop and enhance a reciprocally confident and happy relationship on the part of homes and schools.
- Suggested Activities for Parent-Teacher Members:

1. Become familiar with a day's program of school work as followed out by the child.
2. Ascertain what provision is made in the school program for the health, intellectual growth, social cooperation, and emotional stability of the pupil.
3. Discover how the individual home may contribute to the effectiveness of learning on the part of the child.
4. Learn how the home and school, working together, may function in relation to the community with reference to the welfare of children and youth.

NEWS NOTES FROM LOCAL UNITS AND STATE BRANCHES

An extensive program of vaccination and immunization to protect school children from smallpox and diphtheria is carried on by the James Giles Parent-Teacher Association of CHICAGO, ILLINOIS. An Infant Welfare Program and the Summer Round-Up of the Children are other health measures of this association.

■ ■ ■

A humorous report for three associations of DEQUEEN, ARKANSAS, presented in a staccato style, burlesquing that of a popular Broadway columnist, proved amusing to the audience at a district meeting. Interwoven with the humorous material were interesting and informative items about the health, character education, safety, homemaking, and student aid programs of the associations.

■ ■ ■

Demonstrations from classrooms featured the programs on "Character Growth, A Home and School Responsibility," based on articles in the NATIONAL PARENT-TEACHER magazine, at meetings of the ROCKFORD, MICHIGAN, P.T.A. Presentations were made of school activities contributing to character development. A recreation program for children and adults is an important project of the association during the summer months.

■ ■ ■

A Hobby-Craft Show is given annually by the Leander Stone Parent-Teacher Association, CHICAGO, ILLINOIS. An intensive publicity campaign is carried on preceding the show. Children are very much interested in displaying their handicrafts and a wide

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variety of exhibits are entered, including the following: Airplane, radio and automobile models made by the children; doll furniture fashioned from crates and painted; collections of plants, coins, stamps, butterflies, and cards. Fragile exhibits are placed under Cellophane or glass. A Ping Pong tournament for fathers attracts many men to the show. Pets were included in the show one year.

A course in sex education, under auspices of the Darwin Parent-Teacher Association, CHICAGO, ILLINOIS, gave mothers and daughters in the upper classes of the school an opportunity to discuss sex problems with a social hygienist.

A historical meeting, of the Fairfax P.T.A., CLEVELAND HEIGHTS, OHIO, brought together all past presidents of the association, each of whom spoke briefly on the outstanding events of her term of office, tracing the development of the association from its early beginnings.

A campaign for citizenship education for good schools is being promoted by the GREENWICH, CONNECTICUT, Council of Parent-Teacher Associations. Complete modernization of the Greenwich school system is contemplated by the Board of Education and the P.T.A. is working to arouse citizen interest in the program. School problems discussed at P.T.A. meetings include part-time schooling, inadequate school facilities, and how to interest non-English-speaking parents in the P.T.A.

Among activities of the elementary school P.T.A.'s in Greenwich are game parties, graduation parties, pageants at Christmas, father and son field days, junior garden clubs, volunteer supervision for afternoon clubs, and discussion groups on child psychology.

A survey to determine the reaction of members to P.T.A. programs and policies was made by the NORTH ROME, GEORGIA, Parent-Teacher Association. Suggestions gleaned from members are being used as a guide in formulating future plans. Information was compiled on the following questions: (1) Have P.T.A. meetings this year been helpful to you? If so, list definite helps you have received. (2) To what use do you put the helps you have received? (3) Which meeting program did you like best? (4) Do you enjoy group singing? (5) Why do you come to meetings? (6) Why do some parents stay away from meetings? (7) What type of program would you like at P.T.A. meetings? (8) Do you wish a visit

with your child's teachers each month before the P.T.A. meeting? (9) Do you wish a social hour with refreshments following the meeting each month?

♦ ♦ ♦

Retention of membership is being stressed by the RHODE ISLAND CONGRESS OF PARENTS AND TEACHERS. Personal contacts by local membership committees are found to bring the best results, especially in rural communities. Program and hospitality committees work closely with the membership committee in enrolling and retaining members.

♦ ♦ ♦

Membership teas to enable parents and teachers to become better acquainted at the beginning of school are given by the Kensington Avenue P.T.A., BOSTON, MASSACHUSETTS. The teas are held each afternoon after school for a week, and one day is set aside for each grade. Special committees are responsible for introductions, the tea table, decorations, etc.

♦ ♦ ♦

Recreation for rainy days receives special attention at the Allen P.T.A., NEW ORLEANS, LOUISIANA. The school basement is used for a variety of activities, including hopscotch, quoits, shuffle board, checkers, and similar games. This association has a large bulletin board on which are posted articles on health, safety, education, and civic affairs, and notices of interest to parents.

♦ ♦ ♦

Development of school libraries is fostered by the Parent-Teacher Associations of YONKERS, NEW YORK. Speakers on the subjects of the school library, children's books, and children's reading appear on many P.T.A. programs. Many units assist in decorating, furnishing, and maintaining school libraries and in arranging book exhibits. The school library was completely furnished by the P.T.A. of School No. 3. Furnishings included maple chairs, tables, sloping reading table and bench, magazine rack, and card catalog cabinet. The P.T.A. of School No. 16, North Broadway, raised funds especially assigned for school library purposes. The P.T.A. of School No. 21 has also contributed greatly toward the development of library resources of the school.

♦ ♦ ♦

Motion pictures on health, for children and adults, were shown by the JEFFERSON, OHIO, Parent-Teacher Association, and health leaflets were distributed at monthly meetings. This unit gave a Red Cross nursing course, which enrolled twenty-five mothers.

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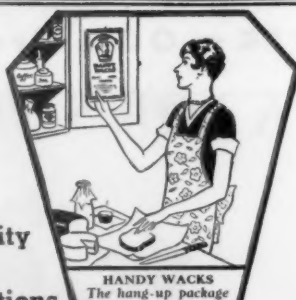
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THE OUTLINES FOR . . .

Ester McInnes

Parent Education Study Course: The Young Child in the Family

LEARNING TO ADAPT

by JOSEPH GARLAND, M.D.

(See page 14)

I. Points to Bring Out

1. Social adjustment, or the ability to live in harmony with one's fellows, is the highest type of adaptation to the environment. Today, many people are unable to adjust satisfactorily because the environment is unwholesome and also because their goals have changed.

2. We may learn from our differences providing they are accepted and integrated rather than becoming sources of hatred, conflict, and friction. Such integration, or lack of it, is experienced first in family life.

3. Adaptation begins at birth and its patterns are laid down in family life.

4. Adaptation requires freedom to experiment with a real world—not conformance to some preconceived pattern of what the child should be or do. Affection and understanding and ordered security can be contributed by parents and family life.

II. Questions to Guide Discussion

1. Dr. Garland says, "It may well be that the salvaging of our civilization will depend on the type of man and woman that is now developing." Suggest specific relationships which the group can see between the adaptations which children make at home, such as conforming to schedules, learning to do certain tasks, getting their own way, to their later adjustments as adults.

Discuss each of these relationships in the light of the kind of society which the group thinks we have. For example, if the emphasis is going to be on cooperation, how do these relationships contribute to building personalities which will function helpfully in a cooperative world?

2. Compare the favorable and unfavorable results of very rigid schedules of feeding, sleeping, and activity for young children and "hit-or-miss" schedules in which there are no fixed events. Bring out their advantages and disadvantages.

In the light of the discussion of the above question and of the demands made of older children and adults today, what do you think are the essentials of a good environment for the small child in the home? (Do not limit the discussion to material things as food or play equipment but include child and adult emotions and behavior as well.)

3. If it is true that, in the future, adaptability to a changing world will be increasingly important, suggest all the ways and experiences you can think of by which a family might help children to like change and to find satisfactions in being in such a world. (Much of the unhappiness of adults at present is due to the fact that "things are different than they used to be" and they feel uncertain and afraid.)

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Keliher, Alice V. *So They're Going to School*. NATIONAL PARENT-TEACHER. September, 1936.

... OUR STUDY COURSES

Ada Hart Alico

Parent Education Study Course: The Child in School

WHY PARENTS VISIT SCHOOL

by FREDERICK H. BAIR
(See Page 6)

I. Points to Bring Out

1. The modern home is still the most important place for the rearing and care of children and for building society, even though it has ceased to be the center of economic production.

2. Next to the home, the school probably plays the most influential part in the child's life. The teacher should be the parents' friend, and they should work together in any well-rounded system of education.

3. Parents' visits to the school show their respect and appreciation of both the school and the child. Parents who visit share and enjoy their children's education.

II. Problems to Discuss

1. How far should a superintendent of schools encourage parents to visit?

2. In what times might parents' visits be of the greatest value to them and to their children?

3. How may high school students be helped to better parent-teacher-school-student relationships?

4. How can parents cooperate with schools in the development of sound emotional attitudes?

III. Questions to Guide Discussion

1. What is the opinion of some school superintendents as to what parents gain by visiting schools?

2. How far would the parents' check-list help you in your visits to the child's school?

3. In what ways might a school visit help a parent to understand modern education?

4. Are there any ways in which parents' visits to schools are of assistance to superintendents and teachers?

5. How are exhibits of value in understanding schools?

Helps in Directing Study Groups

THE leader should have two vice-chairmen; one to see that the books and pamphlets to be used are at the place of meeting, and the other to have charge of attendance.

The article should be read by every member in the group before the meeting. There should be a sufficient number of magazines to make this possible. If the number is insufficient, the leader may read the article aloud to the group. The leader should then present the points to bring out. After these points have been discussed, each problem should be presented to the group. Paragraphs from the article may be read aloud if this procedure is necessary to make the answers to the questions clearer.

The questions are given for those study groups who wish to use the "Question and Answer Method" described in the *Parent Education Guidebook*, Washington: National Congress of Parents and Teachers. \$1. All study group leaders should make use of this publication of the National Congress in carrying on their work.

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BOOKSHELF

by WINNIFRED KING RUGG

WITH the acceptance of the principle, that the school has a responsibility to the child as an individual, has come recognition of the needs of two great groups of children that differ from the norm—those who are gifted and those who are handicapped. In two separate volumes, *SUPERIOR CHILDREN* and *PROBLEM CHILDREN* (New York: W. W. Norton & Co. The first, \$3; the second, \$3.50), John Edward Bentley, Professor of Education and Psychology at the American University, has analyzed the needs of these two groups and discussed school methods to be employed with them.

The gifted child he regards as the potential leader of the future. It is wasteful, then, not to utilize such a child's unusual aptitude for learning so that he will develop the qualities of leadership—mental and physical health, stability, foresight and insight, willingness to assume responsibility, and integrity. Various tests show that children mentally superior are also, on the whole, above the average physically and morally. If subjected to the curriculum suitable to the average child, superior children may fall into habits of idling over tasks too easy for them and of showing off before less gifted classmates.

Six per cent of our school population consists of gifted children but very few states have authorized any special instruction for them, and only a few school systems give attention to the problem further than to allow such children to "skip grades." Other methods, such as enriching their curriculum, giving them individual instruction, and forming graded sections and special classes are fully discussed by Professor Bentley. Retarding such children is a leveling process dangerous to the progress of society.

Handicapped children, whose numerical proportion runs to more than twenty per cent of America's boys and girls, are already receiving more attention, but even so, about four-fifths of them are said to be still inadequately prepared to become useful and happy members of society. Among the good beginnings that have been made are the general establishment of health examinations and instructions in the schools, and the growing interest in child guidance clinics. A quotation from Professor Bentley's chapter on the latter subject in his book, *PROBLEM CHILDREN*, gives P. T. A. members food for thought:

"One of the most effective ways

of giving parents an insight into the advantages of the child guidance clinics is for them to hear related discussions on social psychiatry at their parent-teacher meetings. Competent craftsmen, engaged in the work, and competent teachers, trained for the new day, can render invaluable service. Unfortunately, many meetings that are held under the auspices of parent-teacher associations are looked upon as hours of amusement and entertainment." The italics are the reviewer's.

...

LIFE AND MANNERS

Two good books to send to the boy or girl in college, and one of them, at least, good to keep for general and constant reference at home are *THE ART OF GOING TO COLLEGE*, by J. Franklin Messenger (New York: T. Y. Crowell Co. \$1.25), and *BEHAVE YOURSELF!* by Betsy Allen and Mitchell Pirie Briggs (Philadelphia: J. P. Lippincott Co. \$1.25). The author of the first of these books is Dean of the School of Education in the University of Idaho. He has therefore had much experience talking to students who have come into his office, and, in his book, he has talked in the same informal way to college boys and girls at large. He has common sense, humor, and a vision of what college and the student can do for each other. The subjects of his discussions are practical: how to study; selecting courses; making friends; forming habits; and, above all, the value and the pleasure of doing things a little better than necessity requires.

BEHAVE YOURSELF! is a book on etiquette for young people, suited to their needs at home, at school, at college, and out in the world. The authors say that the book originated as a student project at Excelsior Union High School, Norwalk, California. The high-gear humor of the notes on manners doubtless originated with the authors and that of the cartoons with the artist, Fred Eisenzoph. Suggestions phrased like this are likely to sink in: "Conversation is a duet—not a solo." "Practice speaking without using the pronoun 'I.'" "Good posture is a part of good dancing. Stand erect, not on the bias." "Never send your crackers or bread to a water grave in your soup." And, happily, so on.

...

MODERN METHODS

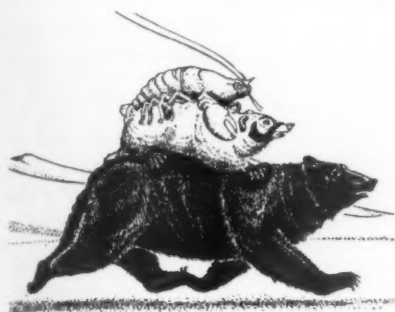
Practical methods for leading groups of young (Continued on page 46)

FOR YOUNGER READERS

by LENA BARKSDALE

AT the beginning of the autumn season we instinctively look around for children's books of more than passing interest, books that because of their literary quality and general excellence of subject matter and treatment may be recommended without qualification other than that of age appeal.

THE CURIOUS LOBSTER, by Richard W. Hatch (New York: Harcourt, Brace, \$2), which has all the inconsequential charm of true nonsense and a



One of the sketches for *The Curious Lobster*, by Richard Hatch

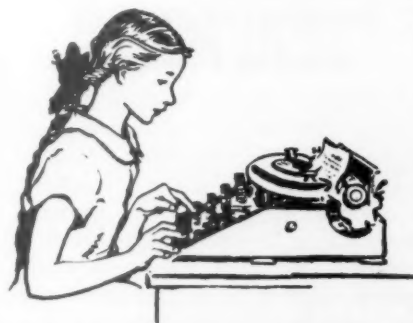
delightful simplicity of style, will find a hearty welcome among the friends of Toad and Rat, and all those fortunate people who got started with Beatrix Potter and Edward Lear. The lively, black-and-white illustrations by Marion Freeman Wakeman are in tune with the gay humor of the story.

Mr. Lobster, who was sixty-eight years old and wise in the knowledge of creatures pleasant and unpleasant—such as flounders and clams to be eaten, and sharks and whales and lobster pots to be avoided—lived snugly at the bottom of the ocean, and was as complacent about life in general as his curious nature permitted. He was intensely curious about the land, and this curiosity was stimulated by a sculpin with an inferiority complex, a sculpin who boldly went up the river with the tide. Disregarding the sculpin's advice not to go up the river and on no account to go on land, the courageous Mr. Lobster did both. He made friends with Mr. Badger, who had ideas, and who rather disconcertingly became at times a bandicoot, a rock wallaby, and, at his fiercest, a brock. He also met Mr. Bear, and in time the three became fast friends and heroes who delighted in saving each other's lives when following Mr. Badger's ideas got them into strange predicaments. Poor Mr. Lobster was at a disadvantage because he would dry up if he stayed on land too long. Mr. Badger was as curious

and as strong-minded as Mr. Lobster, but Mr. Bear was deficient in a sense of humor and had to be appeased when his vanity was hurt by the animated discussions of his two friends.

...

A book that will live in the hearts of small girls is *THE LITTLE HOUSE*, by Christine Chester Crowell (New York: Harcourt, Brace, \$2). It is one of those comfortable books that will not grow stale from re-reading, just as our friends don't grow stale because we find them interesting and lovable. Mary L. and Jon and Father and their friends are the kind of people that we half expect will walk out of the book some rainy afternoon and drop in to tea. It would be fun if they did—all except Aunt Amy, and what a relief it was when she got away to California! Aunt Amy scorned the little house anyway, and it was living in the little house that brought Mary L. and Father the turn of fortune that made everyone so happy—that and Mary L.'s quaint notion of hat-holding, which really meant helping people unobtru-



An illustration from *The Little House*, by Christine Chester Crowell

sively. I hope every little girl of ten or thereabouts will have a chance to know Mary L., because *THE LITTLE HOUSE* isn't just another pleasant story; it is a bit of wholesome sunshine caught on paper.

...

PIGEON POST (Philadelphia: Lippincott, \$2) is Arthur Ransome's sixth book about the Swallows and Amazons and their friends who have made so welcome a place for themselves on this side of the Atlantic. This time, however, the children are not concerned with affairs nautical, but have become prospectors for gold with a camp high up on the Fells, using their pigeons to send the (Continued on page 47)

E-Z UNDERWEAR

Home tested for the child's comfort and the mother's convenience



Sleeveless vests, panties and union suits in snug-fitting fabrics. Comfortable and warm. All cotton and 12½% wool.

Infants' underwear. Shirts, double front vests, bands and panties.

Waist suits and misses' suits in fabrics for every climate. Short sleeve trunk, knee or ankle length. Elastic back, also drop seat.



Athletic shirts and shorts of good warm knitted fabric for boys.



Waist and union suits in a variety of fabrics and styles. Elastic and drop seats.



All styles of E-Z underwear shown here are guaranteed by Good Housekeeping as advertised therein.

When you mothers are buying underwear for the children, you will find that E-Z garments have all the features that you are most particular about.

The buttons, securely taped where the wear comes, are large enough for the little fingers to handle.

E-Z elastic back suits are a boon to mother and the children: they encourage the little ones to help themselves. The genuine Lastex is good for the life of the garment.

The soft cotton fabrics, firmly knitted to stand repeated washings, are the choice of mothers and child specialists, particularly for children who spend so much time in warm (and often overheated) rooms at home and in school.

E-Z garments fit snugly for warmth, but they are generously cut for freedom of movement. The armholes, crotch and seat are amply sized for comfort.

Flat seams do away with irritation, and are strongly reinforced to prevent ripping.

E-Z garments have all been designed on real children and tested in actual homes for comfort, wear and style. Whether you are buying for the baby in the nursery or the older ones at school, it will pay you to look for the E-Z label, known to three generations of mothers.

Most E-Z garments are priced from 50c to \$1. We will gladly send you our illustrated catalog on request. E-Z Mills, Inc., 57 Worth Street, New York.

WHAT DID THEY LEARN TODAY?

BESIDES THE 3 R'S ARE THE 4 FACTORS THAT HELP GOOD TEETH. 1, PROPER FOOD; 2, EXERCISE THE TEETH; 3, KEEP TEETH CLEAN; 4, FREQUENT VISITS TO THE DENTIST. CHEWING GUM AIDS FACTORS 2 AND 3. THERE'S A REASON, TIME AND PLACE FOR CHEWING GUM.



University Research forms basis of our advertising... National Association of Chewing Gum Manufacturers, Rosebank, S. I., New York



It takes from 10 to 20 years for foot bones to harden. During that early plastic period provide the protection of these better shoes made a different better way.

PIED PIPER Shoes

are made by a strictly exclusive process that makes them stronger, smoother and far more flexible—provides important health advantages found in no other shoes at any price. Pied Piper Shoes protect healthy feet. Pied Piper Posturizer Shoes relieve strain in weak feet.

Get the facts. Send for free booklet and set of approved foot exercises.

PIED PIPER SHOE COMPANY
Wausau, Wisconsin

SEND FOR COMPLETE SET
"STRAITS" ADJUSTABLE LOOM, Needle, four skeins of yarn, and instruction sheet all for 25 cents (East of the Rockies) at your local 5 and 10 cent store toy counter or send 50 cents direct to:
STRAITS MFG. CO.
2480 Bellevue Ave.
Detroit, Mich.

If you do not see the Straits Adjustable Loom on the counter consult the store manager.

Parent-Teacher Radio Forum

The theme for the weekly Parent-Teacher Radio Forum, to be broadcast during the coming year by the National Congress of Parents and Teachers, in cooperation with the National Broadcasting Company, is *Youth in a Modern Community*. Problems which perplex modern boys and girls, and how their parents and teachers may aid young people to develop into useful citizens will be considered. These broadcasts will be every Wednesday, October 13

"Introduction: World Education Conference".

MRS. J. K. PETTENGILL, Detroit, Michigan, President, National Congress of Parents and Teachers.

October 20

"School's In".

CHARL O. WILLIAMS, Washington, D. C., National Chairman of School Education.

October 27

"Is the Rural Problem Different?"

DR. WILLIAM MCKINLEY ROBINSON, Kalamazoo, Michigan, National Chairman of Rural Service.

4:30-5:00 P.M. Eastern Standard Time, National Broadcasting Company, Blue Network

BOOKSHELF

(Continued from page 44)

people form the greater part of S. R. Slavson's *CREATIVE GROUP EDUCATION* (New York: Association Press, \$2.50). Mr. Slavson has had wide experience in group work of a progressive type. Some of the topics which he discusses from the point of view of a worker are school and club programs, and creative self-expression in the various arts and in the study of nature and the sciences. An illuminating chapter is that on the gymnasium and the competitive spirit, with advice as to ways of gradually soft-pedaling competition in games. Most helpful are his "Talks with Leaders," in which imaginary leaders discuss their difficulties with him.

Back of all this information about methods lies a well-reasoned exposition of the two main objectives in group work: (1) the development and expression of the individual, and (2) the directing of the individual's attention to interests outside himself so that he will become a useful member of society.

• • •

In the same field is the report of the *PROCEEDINGS OF THE TWENTY-SECOND NATIONAL RECREATION CONGRESS* (New York: National Recreation Association, \$1). Though selection is odious among so many good things, one address of special timeliness is "The Capture of Leisure for Use in Volunteer Service to Government and the Community," by V. K. Brown, Chief of Recreation Division, Chicago Park District.

• • •

OF VITAL IMPORTANCE

Dr. Thomas Parran, Surgeon General of the United States Public Health Service, has declared war on syphilis. Bringing it out into the open, clear of whispered scandal and quack remedies, Dr. Parran believes to be the first step in eradicating a disease to which are directly traceable 100,000 deaths each year in this country, to say nothing of its indirect effects. In *SHADOW ON THE LAND* (New York: Reynall & Hitchcock, \$2.50), he points out that syphilis strikes one out of every ten adults in the United States, that fifty per cent of the infections are acquired innocently, that it is the cause of most still-births, and that it is a disease rather than a disgrace. By tradition, moral issues have been involved so that it has been concealed, treated inadequately, and allowed to spread unchecked. It can be controlled if public opinion is sufficiently aroused. Here is a subject of the most urgent concern to every person interested in the welfare of children.

FOR YOUNGER READERS

(Continued from page 45)

daily bulletin home. Affairs become complicated by the annoying presence of a rival prospector, a real mining engineer, and by the apparent defection to the enemy of old Smelter Joe on whom they relied for advice. They are worried, too, by the non-arrival of Timothy, supposedly an armadillo which Captain Flint has cabled them from South America to look out for. Prospecting goes forward, however, with all the energy and resourcefulness which we expect from this group. Among other things, a wild fire near their camp is successfully controlled, and Captain Flint arrives opportunely to congratulate the prospectors on finding a rich copper vein. Timothy proves to be not an armadillo, after all, but their rival, the mining engineer. Mr. Ransome is always highly successful in his excellent stories. One cannot imagine a more delightful way to present the value of high standards, initiative, and good sportsmanship to the young than by handing over the Ransome books wholesale to be enjoyed and absorbed.

• • •

Rose Knox is a writer of distinction and originality, and in *FOOTLIGHTS AFLOAT* (New York: Doubleday, Doran, \$2), she enters a new field and finds rich material in the amusing incidents and gallant adventures aboard a Mississippi River showboat in the eighties. Janet and Cecile are showboat babies when the story opens, but soon, as "Two Little Girls in Blue," and later, in older parts, we find them doing their full share in the varied and busy life of seasoned troupers. Through many seasons, disappointments and even disaster are followed by gay triumphs as the boat passes from one river town to another, until the children are really growing up and for each a personal romance is beginning. Janet's brings her to the garden and the home she has always longed for, but one suspects that Cecile who dances so enchantingly will go on dancing with Denny, the mischievous boy of old showboat days. Underneath the gay surface of the story there is steady character development, and the elders as well as the children are drawn with a sure touch. The reader shares with the showboaters their delight when Aunt Kitty, the originator of many of the most successful shows, quietly wins her license as a Mississippi River pilot. Miss Knox's background is authentic. Every detail has been carefully checked, and this enthralling story of a vanished phase of American life makes splendid reading for older girls and boys.



ARE YOUR CHILDREN PROUD TO SHOW THEIR REPORT CARDS?

Remember When YOU Were in School?

Remember how proud you were when you brought home a *good* report card . . . how you hated to bring home a *poor* one? Remember how you wanted to stay away from school when you didn't have your lessons?

Today there is much more "outside reading" to be done. Every week information on a hundred and one subjects must be *looked up*. Without a *good encyclopedia* . . . without *THE WORLD BOOK ENCYCLOPEDIA at home* . . . many a child doesn't get his school work done every day, falls behind his class, becomes discouraged.

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feel proud when teacher said: 'Your children are doing so splendidly.'"

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It has everything that's needed for school . . . it's up-to-date . . . so interesting that mother and dad enjoy reading it, too. Information needed is found instantly. Then there are the *PICTURES*, thousands of them . . . not just ordinary photographs, but pictures that show children how things work, why certain principles are true . . . pictures that really explain.

Teachers themselves use *THE WORLD BOOK ENCYCLOPEDIA*, say they always know which children use it at home.

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CONCERNING CONTRIBUTORS

FREDERICK H. BAIR is the author of "Why Parents Visit School." This is the second article in the study course, "The Child in School." Dr. Bair has made an outstanding contribution to the course in his analysis, bringing to it deep insight and a wealth of experience. He is Superintendent of Schools, Bronxville, New York.

"Developing an Intelligent Family Attitude toward Music" is the work of DOROTHY and DAVID DUSHKIN, directors of the Dushkin School of Music, Winnetka, Illinois. Mr. and Mrs. Dushkin graduated from music schools in this country and continued their studies in composition with Nadia Boulanger in Paris. The school was started six years ago as an experiment in modernizing the methods of instrumental music teaching.

LOUIS MONASH is one of those schoolmen whose work will do much for our schools. "Plain Lazy?" is a study of some of the underlying causes for so-called laziness in children, and will be of great help to both teachers and parents. Dr. Monash is Principal of Public School 33, New York City.

HOWARD VINCENT O'BRIEN, author of many well known novels, former Literary Editor, and now popular columnist on the *Chicago Daily News*, was asked to talk to the Parent-Teacher Association of Winnetka, Illinois. "What Kind of Persons Do I Want my Children to Be?" is a copy of the talk

which he gave at this meeting.

"Learning to Adapt," the second article in the study course, "The Young Child in the Family," was done by JOSEPH GARLAND, M.D. Dr. Garland writes with authority. For years, he has been an outstanding pediatrician in Boston, where he is physician to the Children's Medical Department of the Massachusetts General Hospital, consulting pediatrician of the Massachusetts Eye and Ear Infirmary, and instructor in pediatrics at Harvard Medical School.

"How to Train Your Child," a splendid article on an important subject, is the work of ETHEL B. WRIGHT. Miss Wright was formerly teacher of the Guidance Nursery, Child Development Institute, Columbia University, New York, and is now Director of the Winnetka Public nurseries.

FRANK W. WRIGHT has written an interesting and timely study of a great figure in the history of education, "Horace Mann—Pioneer and Prophet." Mr. Wright was formerly Deputy Commissioner of Education for Massachusetts.

J. W. F. DAVIES, D.D., contributed "Hallowe'en—The Father's Problem." Dr. Davies is minister of the First Congregational Church of Waukegan, Illinois. He was the founder of the Winnetka Community House.

BULLETIN BOARD

State Conventions in October, 1937

Arkansas.....	at Pine Bluff, October 13-14
Iowa.....	at Davenport, October 27-29
Maine.....	at Bath, October 18-19
Massachusetts.....	at Boston, October 20-22
Minnesota.....	at St. Paul, October 12-14
Mississippi.....	at Greenville, October 19-21
Nebraska.....	at North Platte, October 13-15
New York.....	at New York, October 11-14
Ohio.....	at Cleveland, October 20-22
Oklahoma.....	at Stillwater, October 6-8
South Dakota.....	at Mitchell, October 20-22
Vermont.....	at St. Albans, October 6-7
Virginia.....	at Roanoke, October 20-22
West Virginia.....	at Bluefield, October 19-22

October 5-8—Annual Meeting of the American Public Health Association, New York, N. Y.

October 14-16—National Rural Forum, Kansas City College, Manhattan, Kansas.

October 18-21—Twentieth Annual Meeting of the American Dietetic Association, Richmond, Virginia.

October 20-23—Seventh Biennial Conference of the National Association for Nursery Education, Nashville, Tennessee.

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